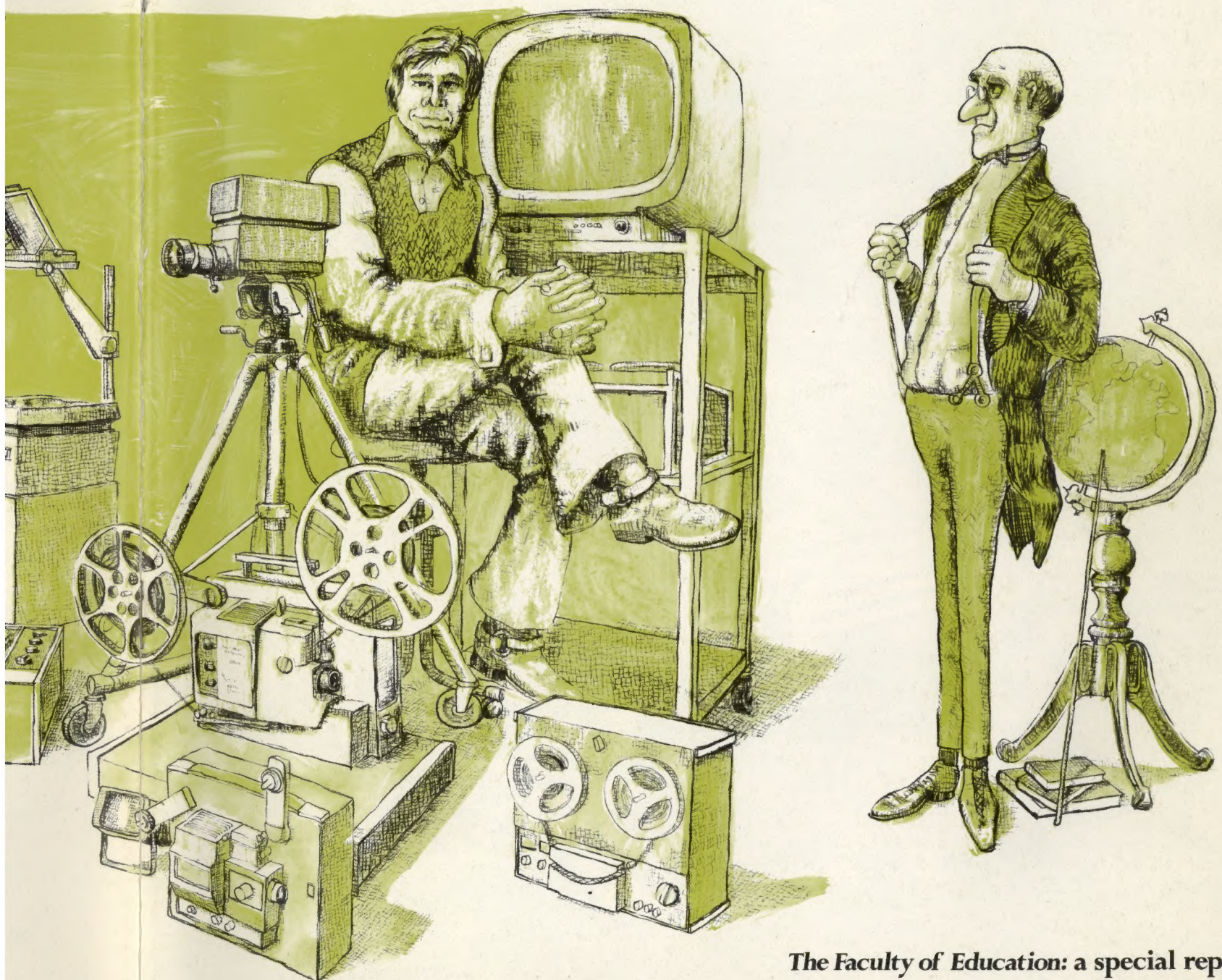


New Trail

The University of Alberta Magazine

Autumn 1971



The Faculty of Education: a special report



New Trail

THE UNIVERSITY OF ALBERTA MAGAZINE
AUTUMN 1971 VOLUME 27, NUMBER 3

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Cover drawing by Frank Hale

New Trail

The University of Alberta, Edmonton, Alberta

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On (and off) the Trail

William Samis

The exigencies of housecleaning have encouraged Elsie Park Gowan, BA '30, to give me what she correctly describes as several pounds of back numbers of THE TRAIL and THE NEW TRAIL, from the 1930's and since. About three years ago circumstances caused Mrs. E. H. Moss (whose husband was Head of Botany for many years) to do the same. Their generosity (plus the odd issue I have pilfered here and there) has given me more than half the issues published before I became Editor, and several that appeared before I was born.

I value these old magazines for their historical interest, but perhaps more so as an experience in surrealism: the comings and goings, the life and growth of the University in the thirties and forties is so familiar it sounds like the seventies, but suddenly the image twists and we see instead a Depression or a World War.

Mrs. Gowan and Professor Moss have been contributors to the magazine. So has L. Y. Cairns, BA '12, LLD '55, member of the first graduating class, a founder of *The Gateway*, and lawyer. Later, he was a District Court Judge and Chancellor of the University. His exuberance for letters and the law led him to transcribe the Revised Statutes of Alberta into epic verse. The following was published in THE TRAIL for March, 1930, some years after it was written.

EXEMPTION'S ORDINANCE

The things the Sheriff cannot seize
To satisfy a debt are these:
The necessary clothes one wears;
Five hundred dollars worth of chairs,
Or pigs, or chickens, or their ilk,
Or dairy tools for doting milk;
A six months' stock of things to eat,
Including dead or living meat;
Three ox, three mules or three cayuses,
Or any three the debtor chooses;
Six cows; six sheep; and fifty hens;
Three pigs to decorate the pens
(These animals do not include
The ones the debtor kept for food).
Grub for the stock, one must remember,
For six months starting with November.
The harness that three beast would take;
One set of harrows; one horse rake;
One cross plow, if the debtor will;
One set of sleighs and one seed drill;
A sewing machine with all its parts;
One waggon or a pair of carts;
One binder does the law allow;
One mower, and one breaking plow.
A man can keep in his possession
The books he needs in his profession;
And also by the legal rules,
Two hundred dollars' worth of tools.

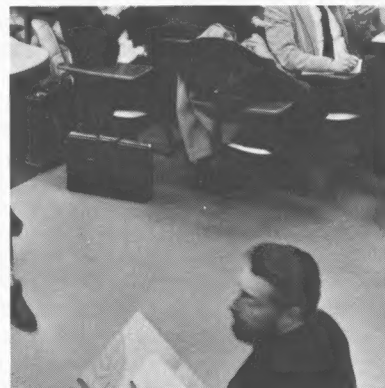
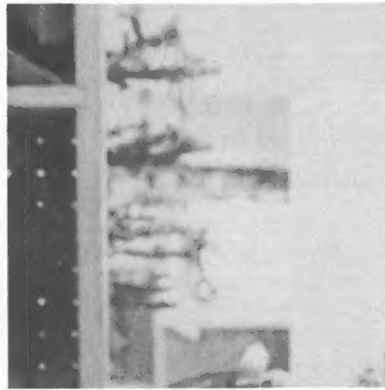
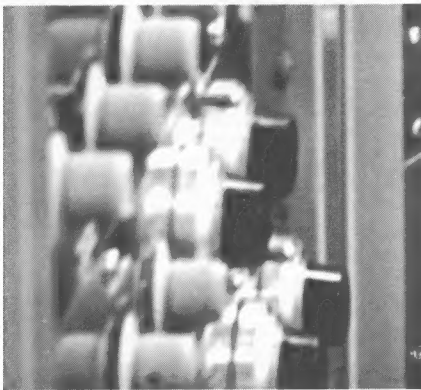
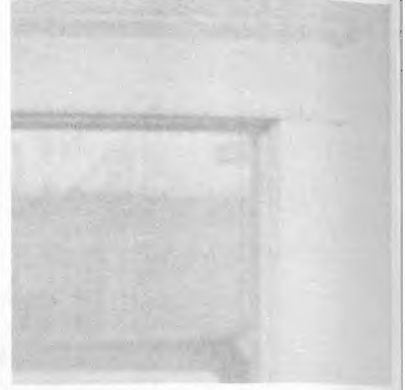
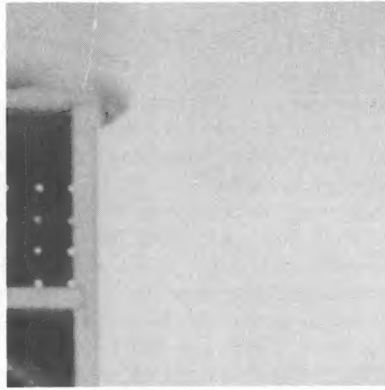
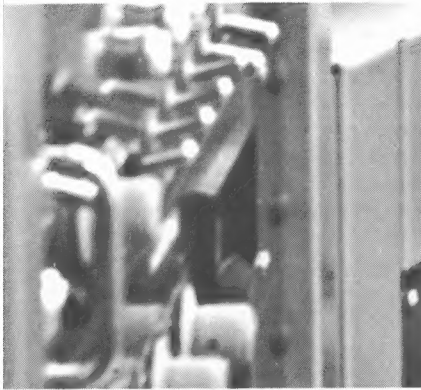
A homestead has the law's protection
In size up to a quarter section;
Also the grain a man may need
To put one half of this in seed,
And for this purpose is allowed
Two bushels for each acre ploughed.
The buildings where a man resides,
The lots on which they stand besides,
If they in value don't indeed,
Twenty-five hundred bones exceed.
When similar things a debtor's got,
Some being exempt and others not,
The debtor is allowed to name
The ones he wishes to retain.
Relief the debtor does not get
On goods the subject of the debt,
Of these the Sheriff may dispose,
Except for bedding, food or clothes.
In case a judgment debtor dies,
This legislation still applies,
But only if his kids or frau
Are going to use his stuff right now.
Absconding debtors can't demand
Exemptions on their goods or land,
Unless behind they leave to moan
Their wives or children all alone.
In cases where the court may say
A man must alimony pay
This statute has no application—
So ends this chunk of legislation.

Opposite page: The face of Garneau, 1971

Garneau, once one of Edmonton's most desirable residential districts. Garneau, where the boarding houses and fraternities crept in among the old family homes and elm trees. Where the students lived, paid rent, studied, drank beer. Garneau, where the bulldozers chased out the landladies, but where the students all came back to park their cars. Garneau, 1971, the real estate of a developing University.

The photograph looks northwest. The upper floors of The Sir John Franklin apartments (at 87 Avenue and 111 Street) are in the foreground. The new Law Centre has appeared on 88 Avenue, and beside it the foundations for the Fine Arts Centre. A few days after this photograph was taken, construction of the Students' Union Housing closed 112 Street from its intersection with 89 Avenue (at the photograph's left edge) north to Saskatchewan Drive. The addition to the Rutherford Library is underway between the present Library and the Arts Building. Nearby the Henry Marshall Tory Building points toward heaven. East of it old Rutherford House is visible, flanked by the beginnings of the Humanities Centre.
(Photograph by Forrest Bard)

Dr. Coutts



The Faculty of Education

has been innovative since 1943, when Alberta became the first Canadian province to entrust teacher training solely to the University. Today it is the largest faculty in The University of Alberta and its reputation attracts students and staff from around the world. HERBERT T. COUTTS, who wrote the first article in this special report, has been a staff member since 1946, and Dean since 1955. He recently announced that he plans to retire next summer.

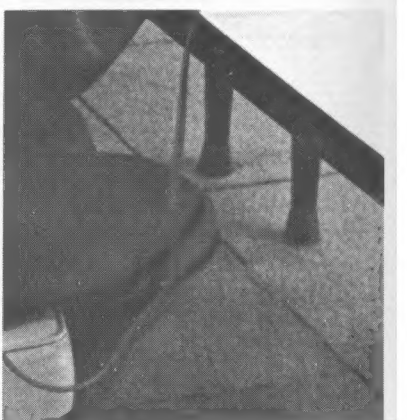
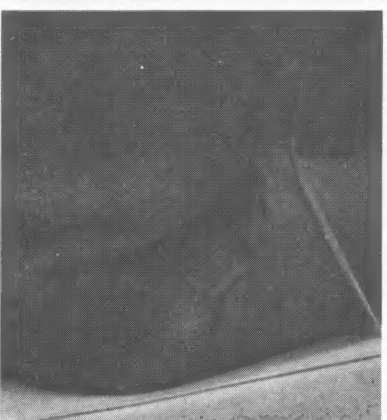
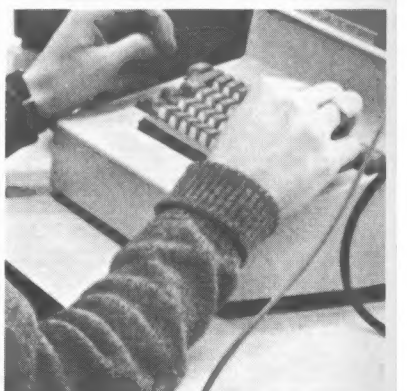
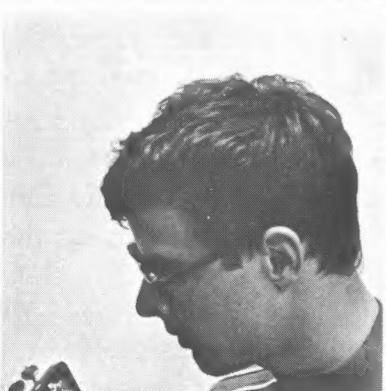
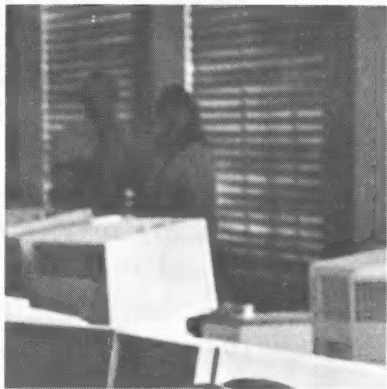
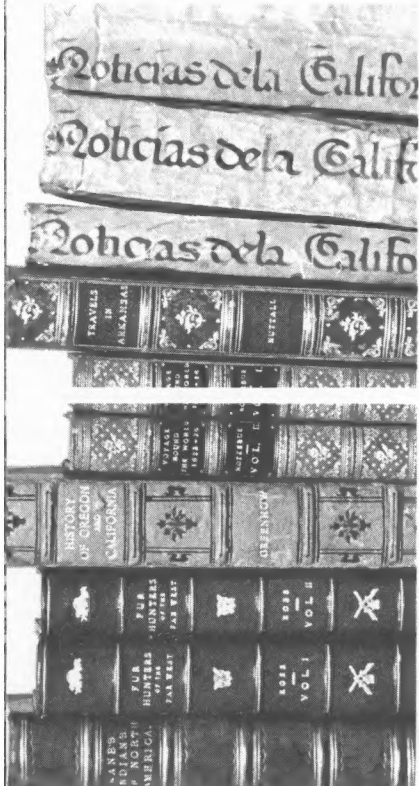
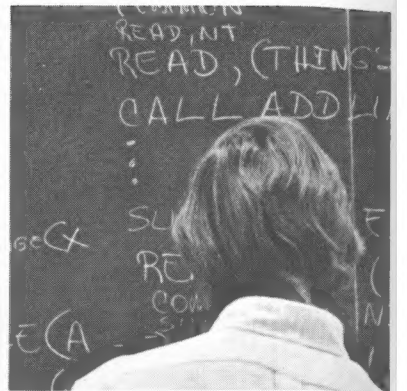
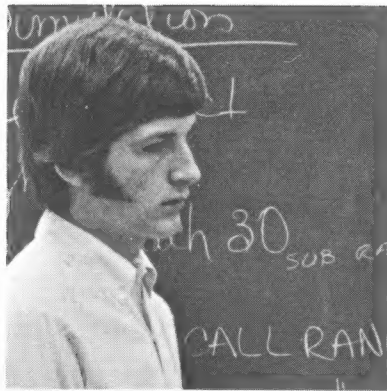
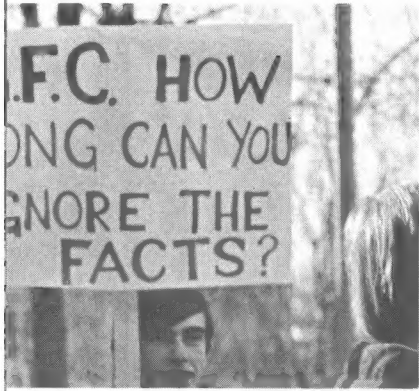
Serving the schoolroom, serving society

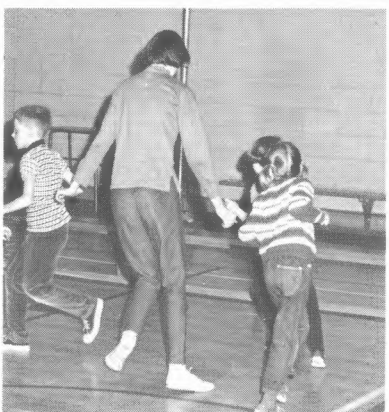
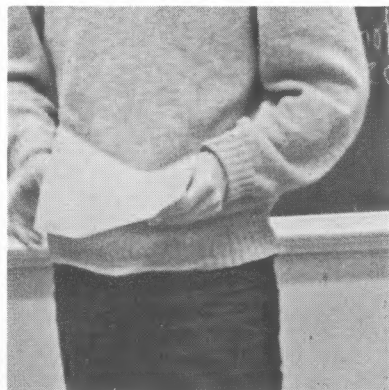
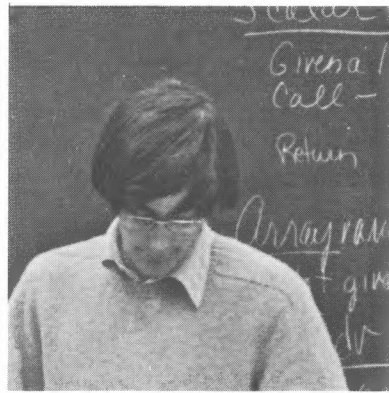
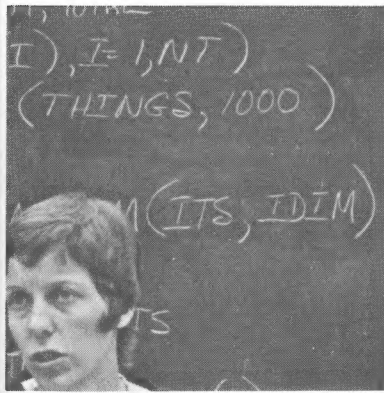
Our objective is to prepare competent teachers to meet the needs of schools in an increasingly complex society.

Next to the student the teacher is the most important person in the educational enterprise. As such he must master the *what*, the *why*, and the *how*. He must have a strong academic and professional background and possess the ability to translate theory into practice.

We believe that the teacher must be a person with greater than average insight into economic and social problems, with sensitivity to and understanding of people and their abilities, aspirations, problems, and traditions. He must be able to bring knowledge and wisdom to bear on the subject he is teaching to the pupils placed in his care.

We believe that the pre-service program of teacher preparation must stress education rather than training.





While there are many views about the best way to prepare teachers, there is a consensus on the elements that should be included in preparatory programs: general education, depth and breadth in the special subject or subjects of teaching concentration, understanding of the behavioral and social foundations of education, teaching methods and techniques, and practical experience.

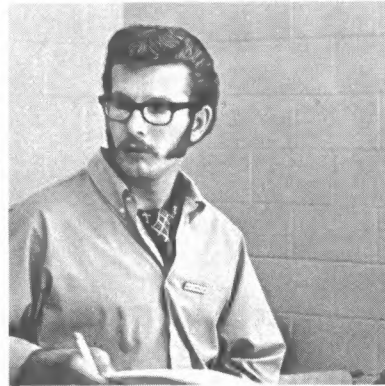
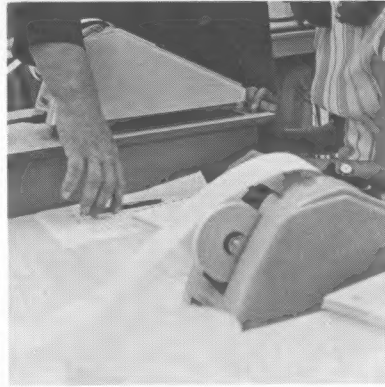
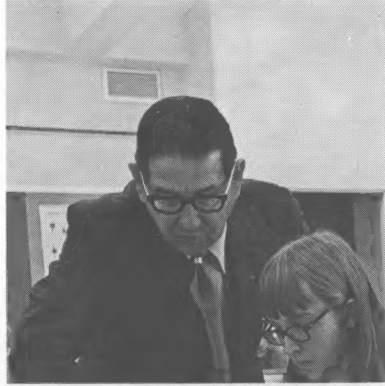
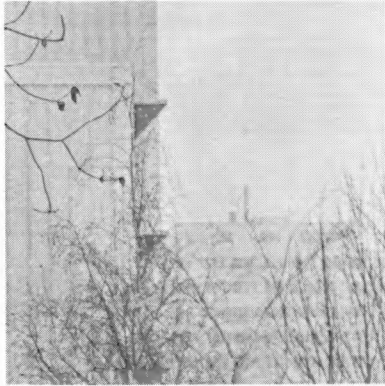
We recognize many reasons for having teacher education centred in and being an integral part of such a university. The university is the traditional home of scholars who, because they are adding knowledge through study and research as well as dispensing knowledge and arousing curiosity through teaching and publication, are able to provide a rich and stimulating environment for their students. The university is able to offer a high degree of flexibility and diversity. Moreover, the university offers the advantages of well-stocked libraries and well-equipped laboratories. Because of its spirit of inquiry and its emphasis on research and because it can thereby develop graduate programs, the university is able to attract highly competent staff with specialized preparation and from a variety of backgrounds. Finally, a university is able to provide a stimulating atmosphere in which the student gains from extra-class activities of academic, social, economic, political, spiritual, and artistic significance.

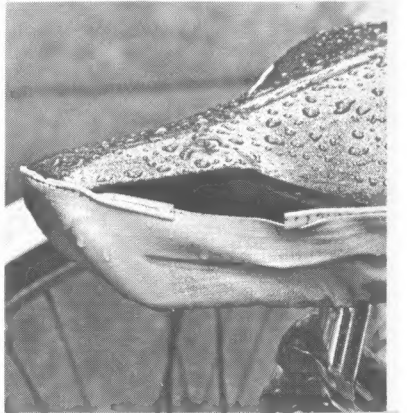
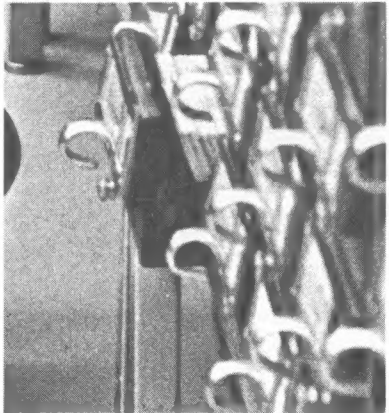
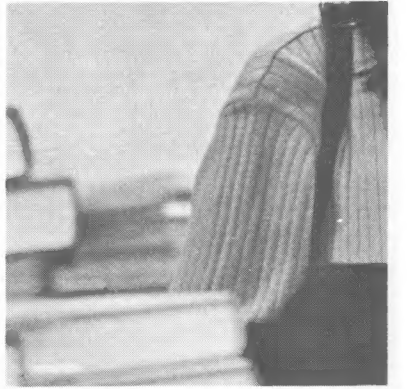
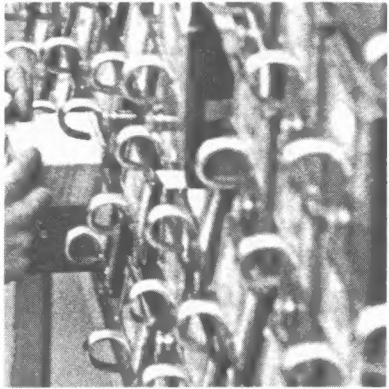
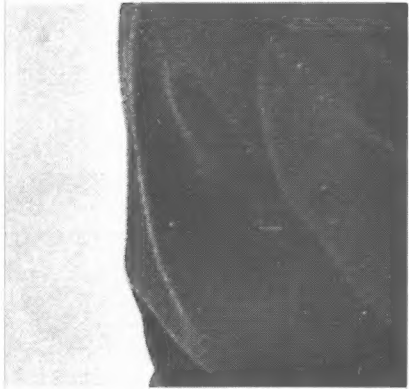
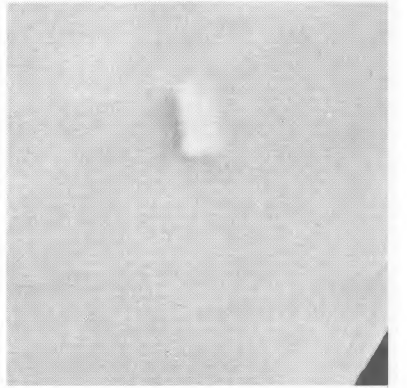
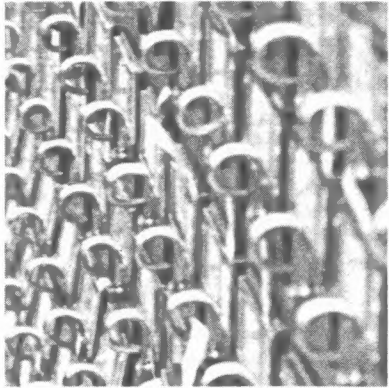
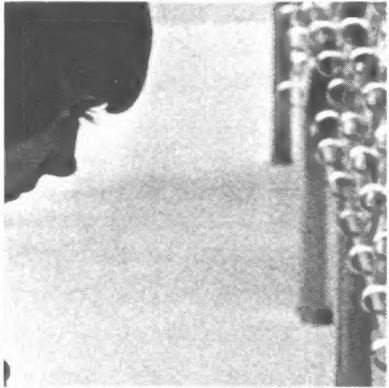
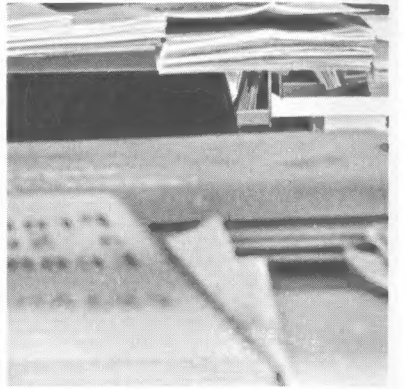
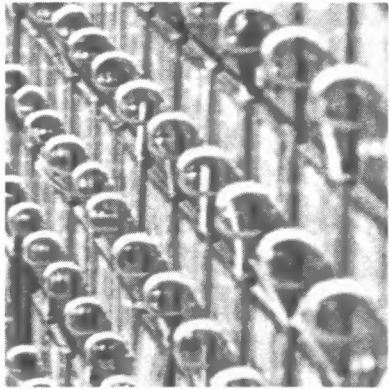
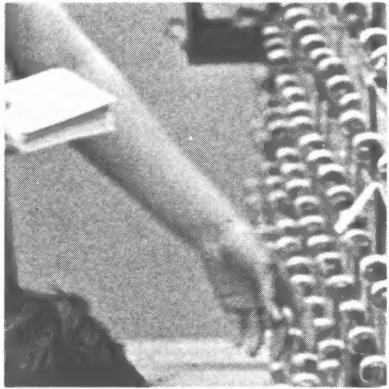
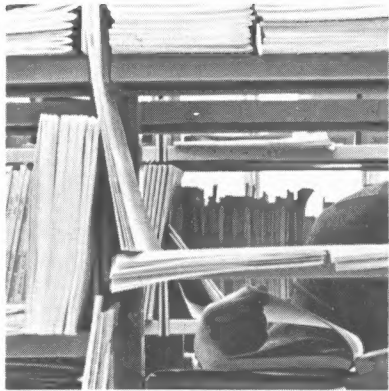
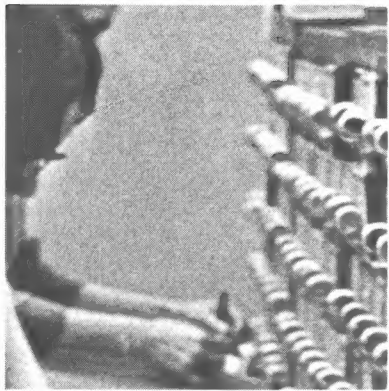
A component model provides the basis for a variety of teacher education plans. The components in the model are basic general education, a teaching specialization, behavioral and social foundations, courses in curriculum and instruction, student teaching and related field experiences, and free options. There are currently as many as fifteen plans available. We contemplate offering additional program options as part of the faculty's long-range development.

The four year undergraduate program leading to the BEd degree and the professional teaching certificate has many advantages. With this approach teacher education becomes a total university responsibility, so that strength, quality, and realism are added to the programs. Provision can be made in pre-service programs for the development of more areas of teaching competence. There is also an opportunity for the student to identify himself early with teaching and thus develop the beginning of professional pride and sense of purpose often absent in students who lack such identification. Emphasis can be placed on the theoretical foundations of pedagogy and opportunity provide for evolving a firm relationship between theory and practice and between the craft and the art of teaching. The academic and professional preparation of both elementary and secondary teachers is provided within the same institution. All aspects of the pre-service program are woven into a unified whole.

In addition to preparing teachers for regular classrooms, the faculty provides specialized programs in early childhood, intercultural, and special education and in supporting services such as school librarianship, guidance, and audio-visual aids to instruction and communication.









Next to preparing teachers, our second objective is graduate study. We believe that a vital faculty of education must have a strong program of graduate studies if it is to serve the needs of education and society for highly qualified personnel to give leadership. Through providing programs for graduate students from outside Alberta we are in a small way paying part of the debt we owe for the innumerable graduates of other universities who have served us and our society in so many ways.

Our third objective is to promote research in all phases of education. Significant research opportunities and results are essential if a faculty hopes to attract graduate students, keep its programs viable, give leadership, or influence educational development in promising directions.

Our fourth objective is to provide service. The position of a faculty of education in relation to the teaching profession and society is such that it must provide a variety of services to administrators, teachers, and parents. A faculty of education must maintain a close contact with schools and school systems in order to identify their problems and to prepare teachers, administrators, and service personnel equipped to deal with those problems.

These four objectives lead to one common purpose: co-operation in enriching the lives of individuals and in contributing to the betterment of society through education.

These photographs were taken at The University of Alberta, Archbishop O'Leary High School, and other schools in Edmonton, with the co-operation of teachers and students whose assistance is gratefully acknowledged.

The computer as teacher

By Steve Hunka

In 1968 the first Canadian computer instructional system, developed by the IBM Company, was installed at The University of Alberta. A computer instructional system is basically a digital computing system which is specifically designed for use in the direct teaching of students, and as such, is relatively new to the computer field.

Studying instructional computing systems becomes important to Alberta when it is possible today to communicate with computers at great distances through voice-grade telephone lines. Such communication systems when placed at the disposal of an instructional computing system make it possible to provide instruction to remote rural areas of the province. This is technically possible today using the Alberta Government Telephone system. Such remote facilities are already being provided to four Edmonton schools including an elementary school through a research project of the Division. The delivery of education to rural areas of other parts of Canada becomes even more feasible with the development of satellite communication and a possible Trans-Canada Computer Network.

The computer's web

The research alone which is being conducted with the computer becomes of paramount importance when current trends and developments for the computing industry are made. Reliable predictions indicate that the third largest industry in North America within the next ten years will be the computing industry. In the United States a number of large scale computer instructional systems are in operation at the public school level, universities, and at military installations. At the University of Illinois, known for its development of the Illiac computer series, a system called PLATO IV is being developed. This instructional computing system is designed to handle 4,000 students simultaneously from one large central computer. Within the last five years a number of electronic firms, including computer companies, have been merging or acquiring educational publishing houses. Such consolidation might be interpreted to indicate that in the future such companies will be in a position to not only supply hardware for instructional computing systems, but also the curriculum material. —S.H.

The demands placed upon a computer when it is used for instruction are not minor. The computing system must be able to operate sufficiently fast to give each student the feeling that the system has his undivided attention. The computer system must be able to present pictures, such as x-rays, electrocardiograms, statistical charts, tables, and graphs, in color or black and white. The same system must be able to permit the very young child as well as the sophisticated adult to communicate with it; for example, a very young child cannot use the typewriter keyboard but has the capacity to point at an object or drawing. Similarly, the young child may not be able to read, and thus requires a voice to give him directions; a more sophisticated adult might wish to hear a recording of the sound of a defective heart. Thus, an audio system is required for the computer.

The computing system operated by the Division of Educational Research Services is an IBM 1500 system which has all the devices necessary to teach very young students as well as mature adults. This computer has connected to it nineteen learning stations, or computer terminals. Sixteen of the learning stations contain an image projector capable of showing any one of a thousand pictures in black and white or color, a television screen on which textual material or drawings may be placed. (A Hebrew or Russian character set is no problem since an author can design and hold within the computer the characters he requires for his course.) The same station has a keyboard for student responses, or the student may use a special light pencil to point to the television screen. Finally, each terminal contains an audio play-record unit which can play prerecorded messages to the student or record the student's own answers for later analysis by the instructor.

Supporting the student learning stations is one small computer which was initially designed to help solve engineering problems in small consulting offices. This little computer has a fast access memory of only 32,000 words. To this has been added 5 million words of slow speed memory for the storage of special instructions and course material. The computer can also store information about the progress of each student each time the student makes a response to the computer. This information is stored on magnetic tape for later analysis on the University's larger IBM 360/67 computer. It is from this information that authors of courses improve their work.

The secret of the effective use of a computer for instructional purposes rests on the degree to which the author of a course can provide each student with individualized instruction at his own learning speed. A good classroom teacher, or a good university instructor can usually carry over to the computer lesson the necessary qualities. However, neither can decide the night before, or even a week before, what and how they will teach. A considerable amount of planning is required before the computer lesson can be started. What skills do the students have prior to taking the lesson? What subject matter have the students covered to this point? How should the subject

The computer goes to High School

The teaching of computer concepts in Alberta high schools seems to be behind that of Ontario. A recent survey indicated that over fifty per cent of the high schools in Ontario offer one or more courses about computing or how to use the computer. A total of about twenty-seven thousand students are taking these courses. The only computer located in an Alberta high school, as reported by the census conducted by the Canadian Information Processing Society, is a small mini-computer located at a high school at Thorhild. —S.H.

matter be sequenced for the fast, the average, and the slow student? Exactly how should the subject matter be presented? What should be done if the student does not get the concept mastered the first or second time? All these questions must be taken into account by an author who wishes to prepare a course for teaching by the computer. To a very large extent these are exactly the same questions a good teacher or instructor operating in a classroom will ask himself.

The most outstanding application of the instructional computer during the last few months has been made by R. E. Rossall, Professor of Medicine. With the assistance of a grant from the Canadian Heart Foundation, Dr. Rossall now has all his second year medical students taking their instruction in cardiology from the computer. The cardiology course takes at most about twenty-four hours to complete, and some students are capable of completing it in half this time. The course is designed to introduce the student to the physical and hemodynamic characteristics of the heart as well as to the various heart sounds. Thus, the computer presents to each student on an individualized schedule, heart sounds, x-rays, electrocardiographs, and technical charts and graphs all in the context of an instructional environment. Initial results indicate that the students are well pleased with the method of instruction, citing the fact that each can work at his own speed and review the material and heart sounds as often as he wishes. The examination is also taken from the

computer and includes diagnosis of a simulated heart patient.

Other projects during the year have involved research into use of the computer for teaching young children to read. In co-operation with a local kindergarten, children as young as four years old have been taking instruction in associating words with pictures. In most instances, young children adapt to the use of the computer terminal faster than adults. Unofficial projects are sometimes created when students from local schools find out that they can enrol in a course given by the computer without having university prerequisites. Recently it was discovered that about a dozen students in grade ten from a local high school were taking a course normally offered to undergraduate students in the computer language called APL ('A Programming Language,' a powerful but simple language developed by K. Iverson, originally of Camrose, Alberta).

The use of technology does not always wait for research to give direction. In order that some directions be given to the effective and wise use of the instructional computer, Donald Fitzgerald, Professor of Educational Psychology and a member of the Division, is now assembling the basis for a learning laboratory which can be used in conjunction with the instructional computer. The basis of the laboratory will be a special oculometer controlled by a mini-computer which will permit the study of the student's eye movements as he watches his lessons on the television screen. It will also be possible actually to control the material on the television screen depending upon where the student is looking.

Much of the work in this area has been supported by outside funds. In particular, research has been supported by International Business Machines of Canada, the Donner Canadian Foundation, as well as by the Alberta Human Resources Research Council. Since the National Research Council has entered the field the Division hopes that grants from this agency will also be available to it for its work.

Stephen M. Hunka, BEd '54, MEd '58, joined the staff in 1961. He was appointed Professor of Educational Psychology and Director of Educational Research in 1967.



Educating Alberta's teachers

By B. E. Walker

The first formal course in "education" at The University of Alberta was offered by the Department of Philosophy in the 1912-13 session. It was called "History and Philosophy of Education" and probably was taught by Samuel W. Dyde, who was listed as lecturer in Education in the *Calendar* for that year. Three students obtained credit for the course. After World War I the Department of Philosophy under the chairmanship of John MacEachran gradually expanded its course offerings in the history, philosophy, and psychology of education.

In the late 1920's the School of Education was organized to offer a complete professional program for prospective high school teachers. The University organized the School in the fall of 1928 but several months of negotiation ensued before agreement was reached between the University and the Minister of Education whereby students holding approved degrees could enrol in the one-year program in the School of Education and qualify for a licence to teach in the high schools of the province. From the beginning, M. E. Lazerte, MA '25, BEd '27, served as Director of the School, assisted by H. E. Smith, BA '25, MA '25, BEd '27, LLD '63.

A major change took place immediately after World War II when the University became responsible for the training of all teachers in the province—elementary as well as secondary. This was an important event in the

development of teacher education in Canada. Educators in the other provinces have been trying ever since to follow the lead set in Alberta, with varying degrees of success.

J. W. Chalmers, MA '35, MEd '41, Associate Professor of Educational Foundations, described in *Teachers of the Foothills Province* (University of Toronto Press, 1968) the fortuitous circumstances which brought all teacher education into The University of Alberta:

... in 1943 it was announced that plans were being implemented to transfer all teacher preparation to The University of Alberta. Credit for this development goes to a great many different institutions and people: to the Alberta Teachers' Association, which had long pressed to have all teacher education taken within the University, to teacher-premier William Aberhart, to his deputy minister G. Fred McNally, and his supervisor of schools H. C. Newland, a former ATA president, under whose immediate directions the normal schools operated. Without the dynamic and able leadership of the forceful Lazerte the transfer of the normal schools would have been delayed for years, perhaps for a generation. Nor should the co-operation of the normal school principals be overlooked, for they submerged their own interests. . . .

Robert Newton, who was President of the University during the difficult negotiations, gave pivotal support to the proposed transfer. The complete change was consummated in 1945 when the Edmonton Normal School on 82 Avenue became the new home of the Faculty of Education and the Normal School in Calgary became a branch of The University of Alberta.

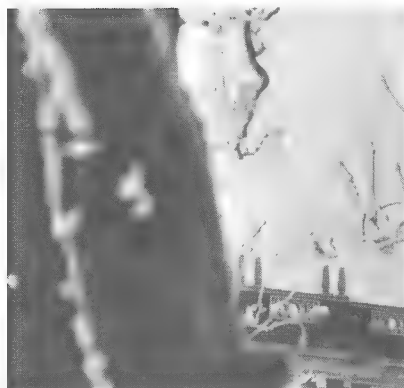
The Normal Schools of Alberta deserve credit for training teachers in pioneer times. A plaque hanging in the lobby of the University's Education Centre through the courtesy of W. D. McDougall and the Education Society of Edmonton offers this tribute:

THE NORMAL SCHOOLS OF ALBERTA

Calgary	Camrose	Edmonton
(1906-45)	(1912-38)	(1920-23, 1928-33, 1935-45)

For two generations the Provincial Normal Schools prepared teachers for the classrooms of Alberta. Most students entered directly from the high schools. Until 1929, when the School of Education of The University of Alberta was established, university graduates enrolled to qualify for high school teaching. In 1945 the existing schools at Calgary and Edmonton were absorbed into The University of Alberta. The Calgary Normal School thus became the progenitor of The University of Calgary.

Thousands of young people passed through the Normal Schools. It was the era of the one-room school, of which there were at one time nearly four thousand in Alberta. Preparation



The old Education Building (now E. A. Corbett Hall) . . . it was a long hike from the main campus on a cold morning

for service in these was emphasized. Students came from the villages, towns, and cities, but mainly from the hamlets and farms. For most, Normal School, perhaps supplemented by a Summer Session also taught by Normal School staff, provided their only post-secondary education. In general it was a happy experience. Staff-student rapport was high. Some proceeded from Normal School to University. From these and the University graduates who enrolled in the Normal Schools before 1929 came many of Alberta's educational leaders. . . .

A glance backward to review building space provided for teacher education on the campus reveals three main stages of growth. The old School of Education had accommodation in the box-like building attached to the east wing of St. Joseph's College. Next, the Faculty of Education was housed in the Edmonton Normal School building on 82 Avenue (now called E. A. Corbett Hall). The thousands of students who attended the Faculty of Education in those days will remember the long trips on foot during cold winter days as they hastened between University buildings to attend classes. They played their part in helping to insure the success of the integrated Bachelor of Education program. Finally, the move of the Faculty of Education in 1963 to the ten-story tower building on 87 Avenue fulfilled a vision of Dean Herbert Coutts and his predecessors—that of bringing education students and staff into closer contact with the academic and social life of the rest of the University. Now the Faculty of Education has outgrown its present building, and a new adjoining building has gone through the final stages of planning. If one looks at the small appendage on the east wing of St. Joseph's College, where it all began about forty years ago, and then looks at the large Education Centre nearby, one has some idea of the changes that have been wrought in teacher education in The University of Alberta.

The Faculty of Education in Edmonton has had three deans. The name which stands out above all others in the early history of the faculty is M. E. Lazerte. It was he who organized and directed the faculty in its formative years. The posts which he held in the University tell the story: Professor of Psychology and Education, Director of the School of Education, Principal of the College of Education, and Dean of the Faculty of Education. As teacher of teachers *par excellence*, Dean Lazerte made his influence felt beyond the boundaries of the province. In the Canadian Teachers Federation, the Canadian Education Association, and the Canadian College of Teachers, he worked untiringly to improve the professional preparation of teachers.

After M. E. Lazerte's retirement as Dean in 1950, H. E. Smith gave leadership until his own retirement five years later. The many alumni of the University who were students in the School of Education and the Faculty of Education in the early years will remember M. E. Lazerte and H. E. Smith as professors and educators with complementary talents who worked together as a team for over twenty years.

In 1955, H. T. Coutts, MA '42, was selected to be third Dean of the Faculty of Education. He has recently announced his retirement, to take effect in 1972. What will no doubt become known as the Coutts' era in teacher education has been marked by unprecedented growth in the number of students and in the diversity and quality of the professional programs offered.

Student enrolments in the Faculty of Education have followed the trend in Canadian universities generally. Immediately after World War II there was an increase when war veterans returned to swell the numbers in university classes. There followed several years in which enrolments remained on a plateau. Beginning in the late 1950's and extending through the 1960's there was a rapid increase in the total full-time student enrolment in the Faculty of Education—from 728 in 1956-57 to 4,719 in 1970-71. Several factors account for this expansion during the past fifteen years. Population increases through immigration and a high birthrate, together with rising expectations of people for more education, created a seemingly insatiable demand for teachers. Registrations in the Faculty of Education also increased as a result of the lengthening of programs required for teacher certification in the province—from one to two years in 1950, to three years in 1958—and now there is the prospect of attaining the goal of a four-year university program as a minimum qualification to teach in the schools of the province. There are some indications at the present time that teacher supply and demand will be in closer equilibrium during the 1970's.

The number of higher degrees in education conferred by the University provides a measure of the recent growth of graduate work and research in the various Departments of the Faculty of Education. The number of MEd degrees increased from six in 1955 to 131 in 1970. Similarly, the number of PhD degrees in education increased from one in 1958 (the first year in which a doctoral degree in education was conferred) to 30 in 1970. Alberta has been outstanding in Canada in the number of theses completed and in the number of higher degrees in education conferred. A significant development was the organization within the faculty of the Division of Educational Research with excellent computer facilities to aid in research. The Faculty of Education has endeavored to keep the study of education and teacher preparation in balance, with each reinforcing the other.

The first three departments (formerly called divisions) in the faculty were Educational Psychology, Elementary Education, and Secondary Education—all formed in 1950. A separate Department of Educational Administration was established in 1956. Next came Educational Foundations in 1961, followed a year later by Industrial and Vocational Education. In recent years

Bernal E. Walker, BA '32, MA '41, became a member of the staff in 1947. He was appointed Professor and Chairman of Educational Foundations in 1961.



The education of vocational school teachers requires an impressive collection of hardware . . . the laboratory of the Department of Industrial and Vocational Education is like a museum of science and industry, except that all the museum pieces are modern, and all of them are fiddled with, operated, broken, and fixed, almost daily, by students in the department.

certain supporting services have been expanded to meet the needs of a growing faculty: Audio-Visual Media, Field Experiences (formerly student teaching), Curriculum Laboratory, Educational Research, and Clinic.

In several of its activities the Faculty of Education has achieved national prominence. The Project in Educational Leadership, sponsored by the Canadian Education Association and the Kellogg foundation from 1952 to 1956, has had significant influence across Canada. The joint University of Alberta-Carnegie Project in Educational Research, 1956 to 1960, and the recently instituted Kellogg-funded College Administration Project are also worth mention. Publications of the Faculty of Education include the *Alberta Journal of Educational Research*, quarterly since 1955; the *Canadian Administrator*, monthly since 1961; and *Elements: Translating Theory into Practice*, monthly since 1969.

Under Dean Coutts the faculty has enhanced its reputation at the international level. The Thailand Comprehensive School Project has been operating since 1966 under the sponsorship of the Canadian International Development Agency. Each year a score or more of Thai school teachers and administrators have come to this University for a one-year training program, and each year some of our University staff have made visits to Thailand with the objective of making the secondary schools of that ancient land more responsive to modern scientific and technological developments.

In retrospect, the most significant accomplishment in teacher education in Alberta over the past forty years has been the integration of teacher education into the ethos of the University as a whole. Hard work and good will on the part of staff and students both outside and inside the Faculty of Education have given support to the enterprise. In spirit as well as in form the total University has come to share in the responsibility of preparing teachers for our schools.

Education for industry and its rewards

By James E. Gallagher

In the early 1960's Canada was faced with the problem of increasing her gross national product and shifting from primary to secondary and tertiary industries. Coupled with this, the immigration of skilled persons was decreasing.

The role of the school in Alberta at the beginning of the 1960's was essentially school for schooling's sake. The elementary school prepared children for secondary schools, which in turn prepared students for universities. Such a scheme worked exceptionally well for screening admissions to universities, but it was directed towards only ten to fifteen per cent of the school population. The curriculum in such schools did not pretend to attend to "work values" to the same extent as they did to "educational values." Educators, secure in their own disciplines, found the relevance of their disciplines to the purpose of educating all youth being questioned. What had originally been an economic, manpower, and social problem now became an educational problem.

Educators responded, generally, in two ways: first, by a re-examination, and in many cases a re-design, of the existing traditional secondary school subjects (adopting, for example, the "new math"); and second, by modifying the "school for schooling's sake" curriculum to include vocational areas of study. An alternative to the traditional bookish curriculum was met by some with certain reservations, but the carrot for including vocational education as a viable secondary education offering was a tasty one—money—and the Province of Alberta ate well.

The Technical and Vocational Training Agreement was in effect from April 1, 1961 to March 31, 1967. During that period, school districts in Alberta and the provincial government built two technical institutes, five adult training schools and fifty vocational high schools (including vocational departments in composite high schools). These new facilities provided an additional 35,142 student places. Under the capital projects title (one of ten titles) of this agreement, slightly more than \$130,000,000 was spent for education facilities in the Province of Alberta. For most school districts this expenditure was a ten cent dollar. Normally 90 per cent, and in some cases 100 per cent, of the capital expenditures were reimbursed to the school districts by the provincial and federal governments. The improvement in educational facilities and increased breadth of program offerings for secondary school students resulting from these expenditures in the province were

considerable. Both urban and rural students had access to increased program offerings whether or not they were university bound. In short, educators now had the wherewithall to develop secondary school programs for purposes other than preparation for further schooling.

Whether or not educators would have responded to the need for accepting responsibility to educate the total high school population (not just the ten to fifteen per cent being prepared for university entrance) is debatable. What is not debatable is that the impetus and opportunity to effect such change was provided by monies labelled "vocational education."

The new facilities and program offerings in the province required more and different kinds of teachers—teachers acceptable both to the trade fraternities and to the teaching profession. To meet this demand The University of Alberta in 1962 established the Department of Industrial and Vocational Education in the Faculty of Education. Persons meeting regular university entrance requirements, possessing a journeyman's certificate or equivalent, and having a minimum of five years industrial experience are admissible to the Bachelor of Education in Vocational Education degree program. Registration in the Vocational Education teacher preparation program increased from 82 in 1962-63 to 176 in 1968-69. In the past two years registration has dropped off to approximately 100 persons per year, reflecting among other things, completion of the major rebuilding program of high schools in the province, and a shift in priorities by the federal government from high school age youth to occupational training for adults.

The second and more visible function of the Department of Industrial and Vocational Education is the preparation of teachers for the subject area of industrial arts. Industrial arts has always been a subject in the secondary school curriculum of Alberta.

Prior to 1962, industrial arts in Alberta was a quasi-vocational education program. That is, it attempted to be both a program of general education for all youth and at the same time, provide students with skills necessary for occupational entry. While it did not do a good job of either purpose, it probably did a better job of vocational skill development function—that function now clearly defined for the new vocational high schools. Consequently, the subject area of industrial arts found itself in a position not unlike that of other subject areas. If it was to accept responsibility for educating all youth, then a re-examination of its trade-oriented content was necessary. Whereas other subject areas looked to the relevancy of their disciplines for non-university bound students and found it lacking, industrial arts looked to the relevance of its program for non-trade bound students and found it lacking. An industrial arts curriculum which provided a small number of students with skills necessary for entry into occupations no longer representative of productive society was as unsatisfactory as other curriculum areas which provided a small number of students with skills necessary for entry into programs of further schooling.

The major purpose of industrial arts at the secondary school level is to assist youth in understanding productive society. While the use to which a student puts this understanding is the prerogative of the individual, curriculum developers and teachers of industrial arts take the position that a person will be better able to be a contributing member of society if he understands the means by which that society maintains and advances itself. Few would disagree that Alberta and Canada in the 1970's will maintain and advance through the application of science or technology. Technologies alone will not improve society. Man's understanding, application, and control are needed.

The preparation of an industrial arts teacher therefore must provide him with the knowledge and skills of technologies as well as the knowledge and skills necessary to teach those technologies. The industrial arts teacher preparation program at The University of Alberta accepts that technologies are extensions of the academic disciplines, and that teachers of technologies must be grounded in diverse but representative disciplines. The program therefore includes studies in mathematics, chemistry, physics, and the social sciences. The teaching specialization component of the program applies these disciplines in a laboratory environment.

During the first year, the student teacher develops a general level of understanding in the processing of materials and basic skills with machines and tools used in those processes. A similar general level of understanding basic technologies in the second year provides for the development of concentrated study in related material and technology areas during the third and fourth years of the BEd program. It is in the senior years that the student teacher develops control level competencies in technologies and material processing. An integral part of the industrial arts teacher education program is the study, through simulated industrial enterprises, of the role of labor and management and their interaction. This sociology of work and technology places the production of goods and services in the human perspective needed if man is to control technology rather than be a servant of it.

The industrial arts teacher preparation program at The University of Alberta is attracting both national and international recognition. Persons from each of the provinces of Canada and from some the United States have come here to study the basic technology-oriented program which reflects productive society. Developing countries in need of a flexible labor force continue to sponsor candidates to our program of industrial arts teacher preparation, knowing that a flexible labor force is in large part dependent upon its members having first developed an understanding of the spectrum of career opportunities available to them and having made their career selection on the basis of that knowledge.

James E. Gallagher, BEd '56, MEd '64, joined the staff in 1963, and is Chairman of the Department of Industrial and Vocational Education.

The Education Centre expanded

Seven years ago the Faculty of Education moved into its new building on 87 Avenue. The Education Centre looked massive then and still looks massive, with its ten storey tower and four storey classroom wings, its library and its gymnasium. But the building was planned in 1960, when the faculty's enrolment was projected as over three thousand students by 1970.

The 1970 enrolment exceeded this estimate by half—there were 4,719 full-time students and several hundred part-time students. There are many reasons for this great boom in registrations: lengthened programs required for certification in Alberta, tremendous demand for more and more teachers, and growth of university enrolments generally. Although the existing Education Centre is a relatively new structure, it has been outgrown for several years now and whole departments of the faculty have had to find temporary accommodation elsewhere.

A second Education Building, or rather a large extension of the existing Centre, is being started this autumn as a partial answer to the faculty's space deficit. It will alleviate shortages of offices, classrooms, seminar rooms, and laboratories, and reunite departments housed elsewhere on campus with the rest of the faculty. It will provide flexible teaching space for both conventional and experimental methods, specialized space for support and research facilities, accommodation for graduate students, and some common-room space for undergraduate students. The first phase to be built will not meet other pressing needs: laboratories for the Department of Industrial Arts and Vocational Education; expansion of the Education Library; growth of the departments anticipated in Academic Plan 9 (which set an enrolment limit of 4,800 for the Faculty of Education in a University of 24,000); establishment of new departments or divisions such as Adult Education; or accommodation for the Centre for the Study of Mental Retardation. These needs will have to wait.

The new building will extend north from the present one between St. Joseph's and St. Stephen's Colleges toward 89 Avenue. Future phases will include further extensions north to 89 Avenue and west of the Education Gymnasium, and (for the Education Library) to the east.

The diamond-shaped link between the two buildings will contain a flexible experimental teaching space called a "kiva." "Kiva" is a Hopi Indian word for a round council chamber, with the main participants in the middle. The Education Centre's kiva will be square instead of round, allowing corners for small group discussion and flat walls

to serve as screens for visual presentations. The carpeted floor will be stepped in concentric circles, the lowest in the centre, with each level at least eight feet wide to allow for table and chair arrangements. Some walls will be carpeted or covered with other sound-deadening material, and the remainder will be finished in white enamelled chalk board.

Below the kiva, on the ground floor of the link, will be a sunken lounge for students, opening onto an outdoor terrace.

The Division of Audio-Visual Media and some classrooms will be in the basement of the new building. A tunnel will join the basement and the existing building to facilitate both student traffic and the delivery of audiovisual material.

The Educational Clinic, with its interview and testing cubicles, observation rooms, videotaping and other special facilities, will occupy the first floor. The clinic will have direct access to an outdoor children's play area. There will also be some general instruction areas on this floor.

The second level carries the pedestrian artery which eventually will connect 87 and 89 Avenues. The rest of the

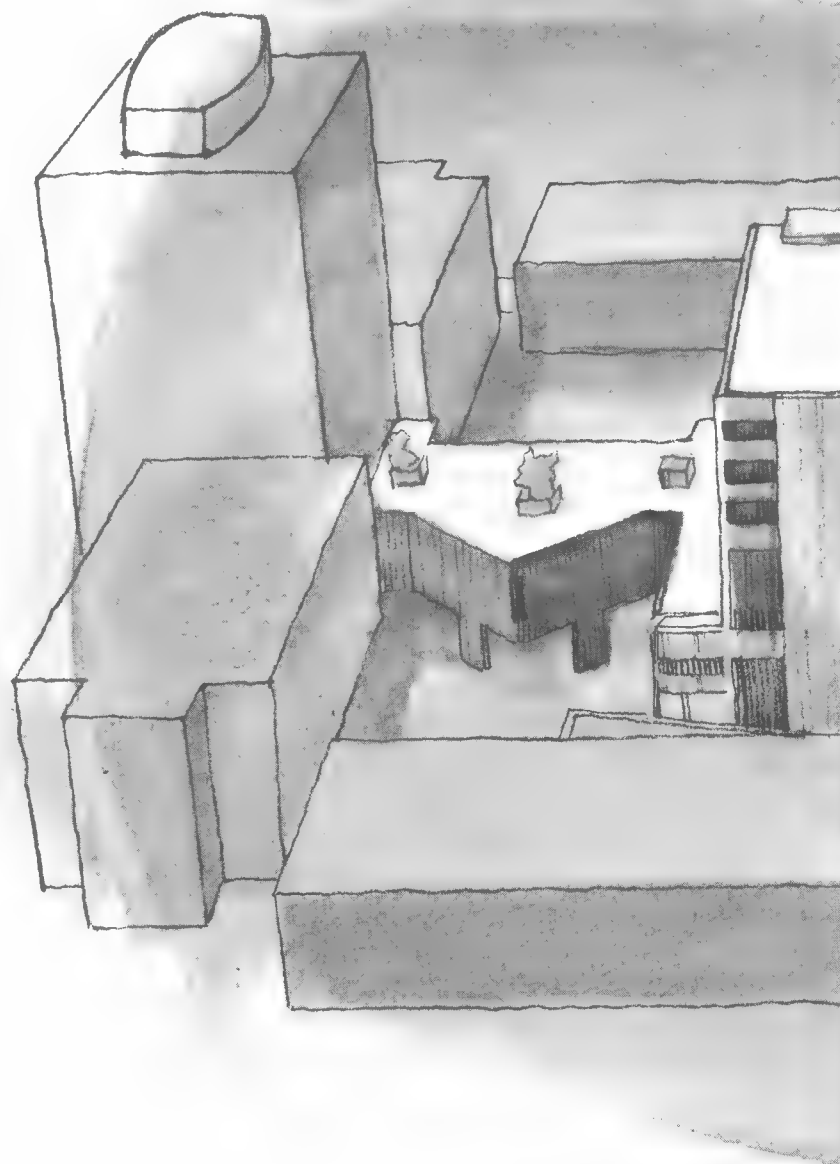
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floor will be teaching areas: classrooms, seminar rooms, a large "multi-media" lecture theatre, and a small auditorium.

The third and succeeding levels are not connected with the existing building.

The Division of Educational Research Services and its computer facilities will occupy most of the third level. On the west side of the floor there will be a balcony-like passage with access to a landscaped terrace.

The fourth level will contain staff and graduate student lounges on the north end of a landscaped roof court, as well as utility areas and conference rooms. The roof court will form the base of an open light well extending through all the higher floors.

The remaining floors are similar in shape, suggesting a rectangular doughnut with the lightwell in the middle. Level five will house the Department of Educational Foundations and the laboratories of the Department of Educational Psychology. Level six will accommodate the offices and graduate study facilities of the Department of

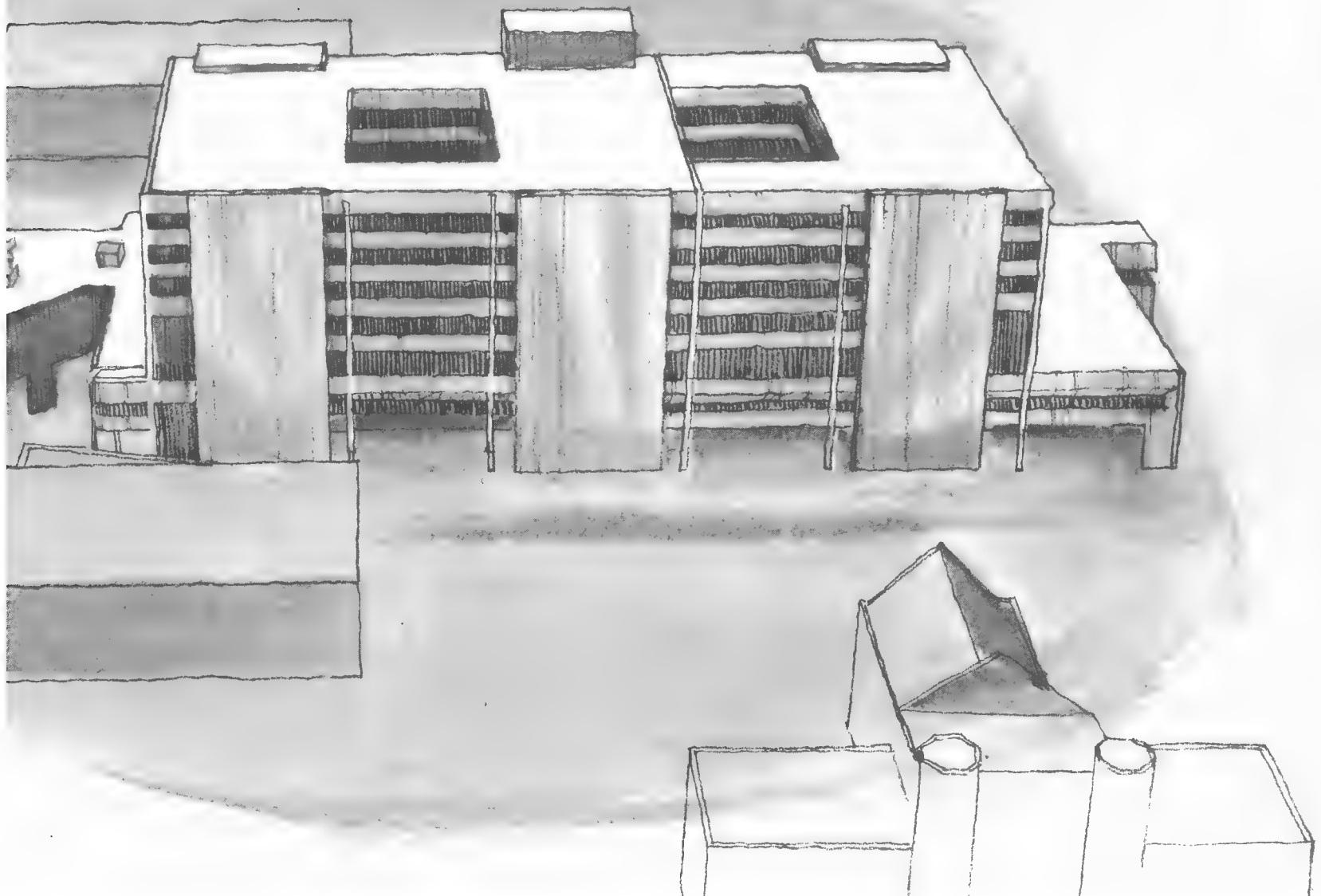
Educational Psychology. The Department of Educational Administration will be located on the seventh floor, which, like the two floors beneath, will be restricted to office, seminar, and graduate study areas.

Perhaps in keeping with the idea of open plan schools, the new building will incorporate "office landscaping" in the work areas. Each person in the office is situated at a station separated visually from his neighbors by low screens, potted plants, shelves, filing cabinets, and such. A study of office organization determines the location of work stations so that patterns of communication may be set up on a basis of need. Acoustics in these areas will be given special attention; the floors will be carpeted, the ceilings and walls acoustically treated, and sound absorbing screens used.

Prime consultant is Edmonton architect D. Gordon Forbes of Wynn, Hames, Forbes, Lord, Feldberg, Schmidt.

The new building will cost about \$4,550,000. When it is completed about two years from now, it will provide 120,630 net square feet of space.

The addition to the Education Centre will grow north from the tower of the present building. Phase 1 (which will begin soon) comprises more than half of the new building. Phase 2, extending to 89 Avenue, will be added later. The diamond-shaped link between the new building and the existing one contains the "kiva." This view looks west; St. Stephen's College is in the foreground.



Teachers for Tanzania

By Myer Horowitz

The most important thing the Department of Elementary Education at The University of Alberta does is to train teachers for the elementary schools in Alberta.

But if "one country" and "one world" are to be more than meaningless slogans, it is also important for a teacher education department to be involved with teachers outside the province as well as within.

In the mid-sixties the Department of Elementary Education co-operated with the Canadian External Aid Office on a project for primary teachers in Uganda. More recently we have sponsored with the Council of the Northwest Territories an exciting teacher education program for northern students, mainly Indian, Eskimo, and Metis. The newest project of this type is with Tanzania in co-operation with the Canadian International Development Agency (CIDA).

At present only about half of the elementary school-aged Tanzanian children are in school; five years ago the figure was much less than that. The government of Tanzania has had to make the difficult choice between allowing a higher percentage of its children to attend elementary school for one or two years, or having fewer start school but have the opportunity for more years of education, possibly even secondary school or college. The government determined that by the end of the century all Tanzanian children will be able to attend school, but first it must provide enough teachers and enough schools.

Unlike their counterparts in other developing countries, Tanzanian teacher-educators rarely have been outside their own land. For this reason, the Ministry of Education was most eager to support this program with CIDA and The University of Alberta.

Wilfred Pilkington, Associate Dean in the Faculty of Education, and I went to Tanzania in November, 1970, on behalf of CIDA. The purpose of our trip was to make a feasibility study and to interview prospective students and officials at teachers' colleges and in the Education Ministry.

We recommended that CIDA sponsor a program at The University of Alberta for a maximum of twelve tutors during 1971-72. These tutors are from teachers' colleges and are involved in preparing teachers for elementary schools in Tanzania.

This program would continue for at least three years and, after the first session, would admit as many as twenty teachers each year. Initially they will enrol in a special

one-year diploma program. In special cases we may want to recommend to CIDA that particular individuals be considered for the degree program in subsequent years.

The program, we recommended, should be designed especially for these students. It should include a core seminar in education so that the students may translate the ideas to which they will be exposed into Tanzanian terms. There will also be courses in curriculum development, in-service education, and teacher education. Each student will follow independent study in his own field of specialization with selected instructors from the Department of Elementary Education and in arts and sciences. The opportunity for extensive field experiences for tutors in institutions outside of Edmonton, as well as those in the city, the Department of Education, other faculties of Education, and teachers' associations, will be accommodated in the budget, as well as provision for conferences in western Canada.

One hazard in such a program is that the visiting students become so assimilated into the host country's culture that they are unable to identify with their own country when they return. A safeguard has been built into this program: at least one instructor will have taught in Tanzania and an official of the Tanzanian Ministry of Education will visit the students each year. On the other hand, to gain from the program, the tutors must understand the Canadian culture. Therefore they will be encouraged to take advantage of social and sporting events in the wider community as well as the University.

Under the arrangement the Project Director would visit Tanzania each year to interview the next group of students, visit the tutors who have returned to Tanzania, and offer sessions and consultations at teachers' colleges and the Ministry of Education.

CIDA accepted our recommendations. The first group of tutors arrived this August. We hope that the features of our program will enable them to translate what they learn in terms of the situation in Tanzania—only if this happens can we be of service to these students and to their country.

A healthy interaction is one in which each party benefits. I am convinced that by sponsoring this program we shall not only be making a contribution to Tanzania but that we at The University of Alberta will profit enormously by gaining new insights into the education of both children and teachers.

Myer Horowitz, MEd '59, has been Professor and Chairman of Elementary Education since 1969.

Jane Pforr, who wrote the following article, is currently working on her Master of Education degree at The University of Alberta. She was appointed Special Lecturer of Elementary Education in 1970.



Learning from experience

By Jane Pforr

A close look at the old faculty houses near the Faculty Club will reveal some very unacademic paraphernalia: an old tire strung from a tree branch, a marvellous two-storey playhouse, a couple of sandboxes, and, just possibly, a herd of five-year-olds exploding from a front door.

For more than sixty years Ring House number 3 was the home of a succession of professors and their children. Now it is the University's kindergarten, a project of the Department of Elementary Education. The kindergarten's purpose is to provide an opportunity for students in the Early Childhood Education program to observe and work with children five years old. Moreover, the children are involved in an enriching and rather unusual program.

The principle behind the kindergarten's program is to open the world as widely as possible to the children. Vicarious experience through books or television or from the teacher is not enough for five-year-olds. At the kindergarten they are surrounded with things to do and they are given freedom to pursue what interests them at the moment. More important, they are guided towards real experiences, within the kindergarten and outside in the community. Many ideas for activities come from the children themselves.

One of the advantages of having a kindergarten in the old ring house is the large kitchen. Teaching children to make gingerbread or applesauce involves principles of simple reading to follow the recipe, learning to work together, mathematics, measurement, and even basic physics and chemistry, to understand what will happen and why.

Making Valentines for parents is a fairly commonplace activity for a kindergarten, but at this kindergarten it was expanded into a range of little experiences. The children learned how to address an envelope, they bought their own stamps, and they even visited the campus Post Office to see what happened when their Valentine was mailed.

The kindergarten has the usual benefits of the University's special resources all around it. Last fall, for example, the children became interested in snakes. Instead of just reading about snakes in picture books, the children

visited an amiable boa constrictor called Benny, who lives in the Department of Zoology. They learned from their own experience how a snake moves, how he uses his tongue as a dog uses his nose. Since neither Benny the Boa nor the children were afraid of each other, the boys and girls could pet him and feel his dry scaly skin. On several occasions the youngsters have visited the University greenhouses to see real cotton plants or watch figs and bananas grow.

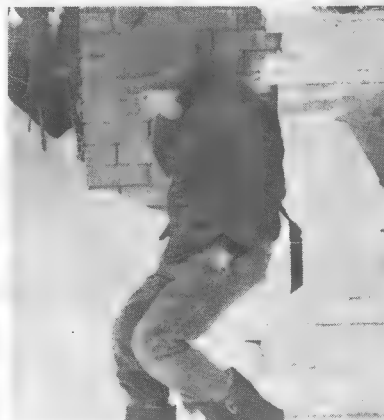
At every opportunity the children are brought into the community, and parts of the community, familiar and unfamiliar, are brought to them.

The parents participate openly in the school. Often they are the ones who invite interesting people to visit the kindergarten or come themselves. A Jewish father explained the feasts of Chanukah and the Passover; a father who is a Christian minister explained Christmas and Easter. A mother from Burma came wearing her sari and cooked some Burmese food which the children found delicious. A father who builds things showed the youngsters how to work safely with hammers and saws.

Dozens of little experiences happen every day in the rooms and yard of Ring House number 3. It is impossible for a teacher to select the most important, for each child assimilates and uses his experience in a different, entirely personal way.

When the children were given the grand tour of the Printing Department, with its giant presses, its clattering Linotype, and all its fascinating sights, sounds, and smells, a little blonde gamine piped up with her own perspective. Watching a particularly sophisticated paper cutter at work, she commented after obviously concentrated thought, "You have to know a lot and go to school for a long time before you can make a machine like that."

Instead of absorbing the intricacies of putting a book together, she had learned her own lesson, perhaps the most important lesson the kindergarten has to offer.



Among our Staff

Wilfred Pilkington

By Jeanette Rothrock
NEW TRAIL Staff

If you are an Education student, or want to be, and you have some problem with your studies or are lost in a ravel of red tape, you know where to go.

Wilfred Pilkington, BA '33, MA '43, BEd 47, Associate Dean (Student Records and Programs), has earned over the past fifteen years that rare commodity, the students' trust. They know that if they go to Professor Pilkington they will not run into a blank wall of rules and

proscribed procedures. "I have an obligation," he says in that ground glass voice of his, "to be one point in this large university where students feel somebody cares about them."

Trust, after all, breeds trust. "If a student is in difficulty, you show him a way out, you take a chance on him, and you find he'll do well. That," he growls, "is worth all the administrative rubbish I have to fool with."

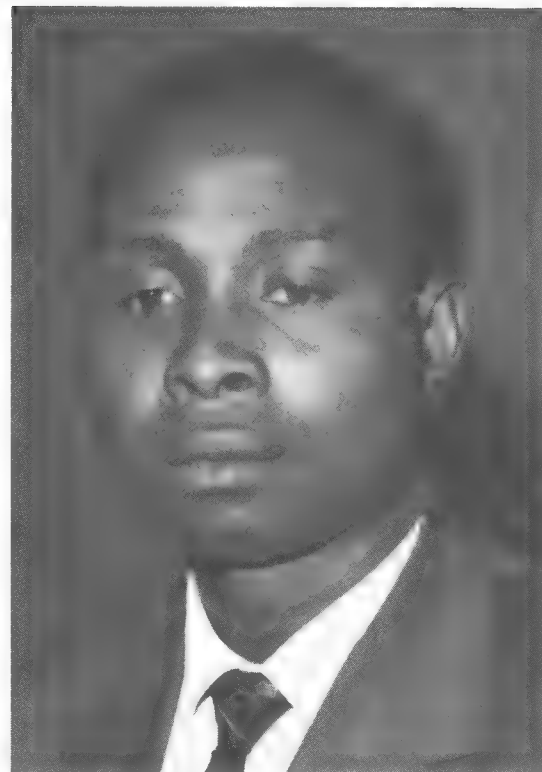
Wilfred Pilkington is an entirely genuine human being. He views his world with understanding and himself with humor. "I was an immigrant when I came to this country at the age of four, and I still am." He was born in Lancashire where his mother and father were employed in the weaving trade. "My father couldn't stand the fact that my mother was a better weaver, so he decided we should emigrate."

The family homesteaded about sixty miles northeast of Edmonton. Wilfred Pilkington's first experience of Canadian education was in a one room log schoolhouse his father helped build.

During the First World War, the family moved back to England (his mother refused to stay in "this wilderness" if his father was going off to get shot), and he tasted school life there for two years. After the war they returned to Canada, where young Wilfred continued his elementary education in the rural schoolhouse and his secondary education to grade eleven in Fort Saskatchewan. As he began grade twelve there was a crop failure, and he completed his matriculation with eight correspondence courses given by the University. "One of the great things about this university in its role in the development of the province was that it offered correspondence courses long before the Department of Education did."

When he graduated from the Camrose Normal School a year later with his First Class Teaching Certificate, he faced a situation familiar to all too many students now. Jobs were scarce if not nonexistent. He sent out sixty applications and received not a single reply. With a little help from his father he managed to secure a position teaching grades one to four in a two room rural school. During his subsequent career he has taught all grades, one to twelve, as well as university courses.

After a while he returned to the University to continue his own education. During this period he also taught and was principal in the towns of Radway and Clyde. He remembers the Clyde school board fondly as the only one ever to instruct him (Continued on page 32)



Among our Alumni

Joseph Adetoro

By Frank Okodugha

One of the twelve "physicians" who tended black Africa's most populous and rapidly developing country during its recent convulsion was alumnus Joseph Eytayo Adetoro, PhD '65. From 1967 until last year Dr. Adetoro was Nigeria's Federal Commissioner for Health, a position equivalent to a federal cabinet minister in Canada. Now he is Commissioner for Agriculture.

As Commissioner for Health, Dr. Adetoro had responsibility for medical care and rehabilitation in the three war-torn eastern provinces. He was also the Chairman of the St. John Council, a

Frank Okodugha is a Nigerian student at the University on a Canadian International Development Agency Scholarship. When his program in Industrial Arts and Vocational Education is finished next year, he will return to take a position in a Nigerian school.



FORREST BARD

philanthropic and humanitarian order responsible for medical services to the victims of the civil war. For this contribution Queen Elizabeth conferred one of the few non-political honors a Nigerian may accept, Commander of the Most Venerable Order of the Hospital of Saint John of Jerusalem.

The position as Commissioner for Agriculture he now holds is as vital and challenging as his previous portfolio, for Nigeria's production is low, her agricultural methods poor, and her food supply very limited.

Dr. Adetoro was born in 1933 at Mopa, in Kabba province of the Central West State of Nigeria. He began his education at the Baptist day school in Mopa and continued to the Kabba Province middle school, Kaduna College, and the government secondary school at Zaria. He was one of eight foundation students at the Nigerian College of Arts, Science, and Technology (now Ahmadu Bello University). Following his graduation from University College, Ibadan (at that time a college of the University of London and now Ibadan University), he continued his studies in England at Oxford University, where he received a diploma in education.

Dr. Adetoro returned to Nigeria for four years, from 1958 to 1962, as Vice-Principal at Kiriji Memorial College in Iobago.

In 1962 he returned to England, this time to the University of Birmingham, where he earned a masters degree in education. The following year he came to The University of Alberta as a doctoral student in the Department of Educational Foundations.

After he received his doctorate in 1965 Joseph Adetoro returned once more to Nigeria. He was Senior Lecturer in the College of Education at the University of Lagos until his appointment to the Nigerian Cabinet two years later.

In the midst of his other heavy responsibilities Dr. Adetoro has been a prolific writer. Ten of his books have been published by Macmillan and Company and three by Lutterworth Press. All of them are school textbooks covering the fields of history, geography, and social studies. He is also the editor of the *Handbook of Education in Nigeria*.

Ultimately Dr. Adetoro's love of teaching will bring him back into the academic community in spite of his obvious success in public life.

But when the history of Nigeria's civil strife and reconstruction is written, the name of Joseph Adetoro will stand out among those who helped most.

Student Album

Wally Frey

By Marcy McKissock
NEW TRAIL Staff

Two and a half years ago, before ecology and re-cycling groups began to surface in Edmonton, Wally Frey literally crawled into an oversized garbage can to salvage a handful of colored glass scraps. He took them home, pieced them together with seams of soldered lead, and launched what has come to be known as the Kamon Stained Glass Studio in his home at 11023 88 Avenue.

The drab exterior of the old house gives no clues to the kaleidoscope of color inside. Suspended from the ceiling in the main room are two large Tiffany-type lampshades—one made from muted greens and ambers, the other from bold reds, greens, and blues. Small swag lamps on silver chains cast bright reflections in the leaded glass mirrors on the walls.

Mr. Frey's craft represents a large investment of time and money. He spends more than 50 hours designing and making each large shade. The hand-blown glass is imported from Europe and costs from two to four dollars per square foot. Add to that the cost of lead strips (10 cents per foot) and socket apparatus, and what does it come out to?

"I have a part-time job at the library in the Education Centre at the University so I can buy the materials I need," says the 25-year-old artisan. "At the moment I have next year's tuition money invested in supplies, and I've got to make it pay off if I am to get my degree next year."

Making it pay off is not as simple as it might sound. A major part of Mr. Frey's work on any single item involves altering the shading on the glass pieces to make them uniform in color. He does it by a trial and error method in the kiln, and the temperature is critical. If the glass is heated or cooled too rapidly, it will fracture. If the temperature is too high for a relatively prolonged period, the glass will melt.

"Actually, 'stained glass' is a misnomer because the color of the glass is not a result of staining," says Mr. Frey. "The color is the result of various chemicals added to the glass in its molten state during the manufacturing process. 'Staining' is derived from one facet of glass work, which includes (Continued on page 32)



FORREST BARD

Campus Reporter

Democratizing the University: student parity on General Faculties Council

Even during a time of upheaval in many academic centres, the students at The University of Alberta have remained relatively placid, wanting change but preferring determined, practical methods to riots and obstruction. This attempt at quiet revolution has often won them a rather dubious reputation for stodgy conservatism.

It has also won for them what appears to be a more important voice in university government than students at any other university in North America.

This winter the question of increased student representation on General Faculties Council, the most important decision-making body in the University was brought before the University community. After some two months of heated discussion, the debate was focused at a meeting of the Council called specifically to consider the Report of the Ad Hoc Committee on Student Representation. This report had been published previously, along with a minority dissenting report, and subsequent statements from interested groups on campus.

The majority report recognized the students as a major constituent body in the University community and recommended that the students have representatives on General Faculties Council equal in number to elected academic staff. This meant an increase from the previous three members, token representation on a body of 82, to 49 on a body of 127. (General Faculties Council also has about 30 ex-officio and appointed members, most of them senior University officers.) Three of the student members would be appointed by the Students' Union and Graduate Students' Association, and the remainder, graduates and undergraduates, would be elected directly by the student body.

The minority report balked at parity of representation, although it admitted a need for fuller consultation with students on all matters that affected them.

The debate in General Faculties Council

lasted some three-and-one-half hours. It was held before a packed council chamber and closed circuit television in the Students' Union Theatre.

As a detailed reply to the minority report and to the numerous opponents of student parity, President Wyman read a lengthy statement. He concluded as follows.

"The central issue today is 'Are we prepared to bring out into the open the students' views of the institutions providing for their education, and are we prepared to give students an effective voice in remedying the defects that are acknowledged to exist?'"

"If we say we are, then we must make it happen. When society decided that working people must have an effective voice in determining the conditions affecting their working lives, we made it happen. New legislation was passed, new organizations were created, and new policies were adopted which translated an idea into a reality. This is what this and other universities must do to make us ready to accept the challenge of the future.

"The recommendations of the majority report will not, by themselves, accomplish such a goal. Much will remain to be done, but it will be a first step towards such a goal. However, the attention of the whole university community will be focused on our needs, and hopefully the new ideas so badly needed will be forthcoming.

"The universities in the United States do not do this and are being ruled by fear. Academics fear students, and both fear administrators. Society is fearful of what is happening in universities, and from legislation now being passed, universities in turn have good reason to fear society. This must not happen in Canada. We must view ourselves in the first instance as a university community,

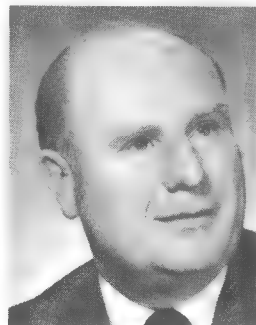
and we must believe that there is a common objective towards which we can all work together. We must have a spirit of mutual trust so that each of us can do the work assigned to us by the community. Whether one calls it democracy or by any other name, it is a fact that people want to have a role in the decision-making processes that govern our lives.

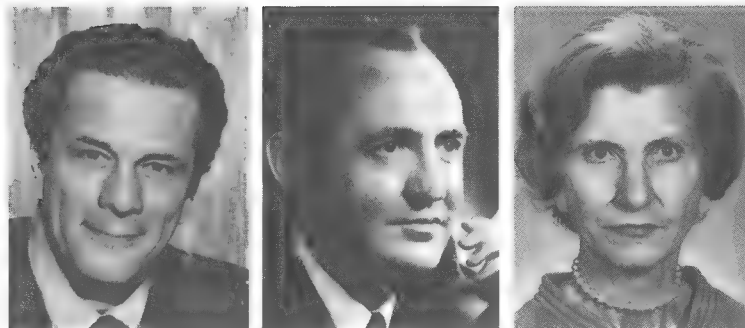
"My support for the recommendation of the committee does not stem from fear; it is not permissive; it is a challenge to students. It is a challenge to stop complaining and protesting, and to start initiating and innovating. Such a challenge demands that they be given a forum to debate their ideas, and an effective voice which will make it obvious that an attempt for improvement is worth the time and effort such improvements always take to be adopted."

The pros and cons of parity of student representation were presented in the rather heated debate which followed President Wyman's statement. The turning point was when a senior member of staff, often noted for his conservatism, announced that he had come to the meeting with the intention of voting against the majority report, but had reversed his position. When the decision was made to vote at 5:30 p.m., the majority report was approved by a vote of 42 to 33, and the students achieved parity with elected academic staff.

The change in composition of General Faculties Council subsequently was approved by the Board of Governors and the necessary change in The Universities Act was passed in the Alberta legislature.

The first student members to sit on the Council did so in early May, and even those professors who had expressed doubts about the 'wisdom of student parity could not deny





the usefulness of a fresh perspective.

Through the summer the Council did not meet, allowing carpenters time to renovate the chambers to accommodate the forty-nine new members.

In the fall, with the return of all members, student and staff, the full Council may become a model of representative democracy in the former "elitist stronghold" of university government.

Appointments

■ **GEORGE FORD**, BSc '42, MSc '46, has been appointed Dean of the Faculty of Engineering.

He was first appointed to the University staff in 1942, then left to study for his PhD in Mechanical Engineering at Stanford University.

Dr. Ford returned to the University as Secretary of the Department of Civil Engineering in 1949. In 1959 he was appointed Professor and Chairman of Mechanical Engineering.

■ **Father FRANCIS McMAHON**, 34, has been appointed Dean of Collège Universitaire Saint-Jean, the University's bilingual and bicultural interdisciplinary faculty.

Before the Collège joined the University last fall, Father McMahon served as Rector, and since the integration he has been Acting Dean.

Father McMahon was born in St. Paul, Alberta, and received his high school education and his Bachelor of Arts from Collège Saint-Jean. He entered the Oblate Order in 1955 at St. Norbert, Manitoba, and studied in Rome from 1956 to 1961. He was ordained in St. James Church in Edmonton on July 28, 1963.

Father McMahon received his Master of

Public tribute has come in recent months to three members of The University of Alberta's

family, all of whom have been awarded honorary doctor's degrees by other institutions.

LOUIS A. DESROCHERS, LLB '52, Chancellor of the University, Edmonton Barrister, and an active member of the French Canadian community in Alberta, was recognized by the University of Ottawa. **RAYMOND U. LEMIEUX**, BSc '43, Professor of Organic Chemistry, has received many honors for his research and teaching, this latest from Laval University, Quebec City. **VIOLET ARCHER**, Professor of Music, and a nationally known composer, was honored at the one hundred and fiftieth anniversary of McGill University, her alma mater.

Theology degree from the University of Ottawa in 1964 and his teaching certificate from The University of Alberta in 1965. Since 1965 he has been Professor of Religious Education. He was appointed Acting Rector in 1967 and Rector in 1968.

■ **JOHN PETER MEEKISON**, formerly Chairman of the Department of Political Science, has been appointed Associate Dean of Graduate Studies. He is filling a position left vacant by **HENRY KREISEL**, Vice-President (Academic) and filled temporarily by **E. D. HODGSON**, BEd '48, MEd '49, PhD '64, who was Acting Associate Dean.

Dr. Meekison, 34, was born in Vancouver. He is a graduate of the University of British Columbia, the University of Western Ontario, and Duke University. He joined the Department of Political Science in 1967. His field of study is Canadian government and federalism, and he has worked as Advisor to the Premier of Alberta on Constitutional Reform.

■ **GORDON EDWARD MYERS**, Professor of Pharmacy since 1967, has been named Associate Dean of the Faculty of Pharmacy and Pharmaceutical Sciences.

Dr. Myers obtained his Bachelor of Science degree at The University of Alberta in 1945. He was a Sessional Instructor here from 1947 to 1948, when he received his Master of Science degree in Bacteriology. He obtained his PhD at McGill University in 1951.

Dr. Myers was named Assistant Professor of Bacteriology in 1951, and he served as Acting Head of the Department of Microbiology from 1962 to 1965.

■ **DALE H. BENT**, BSc '60, MSc '64, has been appointed Director of the University's Computing Services. Dr. Bent has been Acting

Director since last year. He joined the University staff in 1967 as Associate Professor in the Faculty of Business Administration and Commerce.

■ **EINER BOBERG**, formerly Program Director at the Speech and Hearing Centre of Wisconsin State University, is now Chairman of the Division of Speech Pathology and Audiology in the School of Rehabilitation Medicine.

Dr. Boberg studied music at The University of Alberta before obtaining his Bachelor of Arts and Master of Arts degrees at the University of Iowa and his PhD at the University of Minnesota.

■ **S. G. GHURYE**, Professor of Mathematics, has been named Chairman of the Department of Mathematics.

Dr. Ghurye was a staff member here from 1968 to 1970, and he returned after spending a year as professor at the University of Victoria.

■ **ERNEST EDWARD McCOY**, BSc '47, MD '49, is the new Chairman of the Department of Paediatrics.

Dr. McCoy has, since 1970, been Professor of Paediatric Research and Director of the Centre for the Study of Mental Retardation at the University.

He succeeds **J. K. MARTIN**, who has accepted a position in hospital administration on Vancouver Island, British Columbia.

■ **J. D. R. MILLER**, Clinical Professor of Radiology, has been appointed Chairman of the Department of Radiology.

Dr. Miller has been at the University since his appointment in 1963 as radiologist specializing in neurological and vascular radiology.

■ **ROBERT S. PATTERSON**, BEd '59,



Dr. Ford
Father McMahon
Dr. Meekison
Dr. Myers

MEd '61, has been appointed Chairman of the Department of Educational Foundations. He replaces BERNAL E. WALKER, *BA '32, MA '41*, who has been Chairman since 1961 and is returning to full-time teaching.

Dr. Patterson was born in Fort Macleod, Alberta; he is a graduate of The University of Alberta and of Michigan State University. He taught for one year in high school in Edmonton before joining the Department of Educational Foundations in 1966.

■ CHARLES THOMAS PEACOCKE, *Bed '55, BA '59*, has been appointed Chairman of the Department of Drama. He succeeds GORDON PEACOCK, *Bed '50*, who has been Head of the Department since 1955 and who will remain in the department in a teaching capacity.

Professor Peacocke, 38, was born in Lethbridge. Following his graduation from this University, he studied at the Carnegie-Mellon University in Pittsburgh. He returned here to teach in 1961-62 and 1963-64, and was appointed Associate Professor of Drama in 1967.

■ EDWARD J. ROSE has been appointed Chairman of the Department of English, succeeding R. G. BALDWIN, who had been chairman since 1967. Dr. Baldwin now is Associate Dean (Planning and Development) of the Faculty of Arts.

Dr. Rose was born in New York City in

1924 and studied at Brooklyn College in the City University of New York and the University of Toronto. Before joining the Department of English here in 1958 he taught at Brooklyn College and at the State University of New York, Geneseo.

■ JOHN D. SCHULTZ has been named Chairman of the new Department of Forest Science in the Faculty of Agriculture.

Dr. Schultz was born in Michigan and holds degrees in forestry and forest ecology from the University of Michigan.

He will be responsible for the development of the new department and the Forest Resource Management Program as well as for his own teaching and research.

He will be assisted by STEVE PAWLUK, *BSc (Ag) '53, MSc '55*, Professor of Soil Science, who will serve as Associate Chairman for two years.

Dr. Pawluk, a native of Egremont, Alberta, is widely known for his work on agricultural and forest soil classification.

■ DONALD B. SCOTT, Professor of Physics and former Chairman of the Department of Computing Science, has been appointed the University's first Ombudsman.

Dr. Scott came to the University in 1940 and was named Professor of Physics in 1954. He was named Chairman in 1964.

■ W. H. VANDEN BORN, *BSc '56, MSc '58*, has been appointed Chairman of the

Department of Plant Science, succeeding W. G. CORNS, *BSc (Ag) '42, MSc '44*.

Dr. Vanden Born joined the department in 1961 after having earned a PhD in Plant Physiology from the University of Toronto.

Dr. Corns, who has been a member of the department since 1946 and Chairman since 1961, will remain as Professor of Plant Science.

Summer aid to dental students

Critics of the federal government's Opportunities for Youth Program would find it difficult to fault the \$86,450 contributed to the University's Dental Student Community Program. This was the largest Opportunities for Youth allocation in Western Canada.

Eighty-six students were paid \$1,000 each for three months work during the summer, with the remaining \$450 spent in administering the program.

The students began work in May on some twenty different projects throughout the province. The philosophy of the program is to provide dental care to an underserved area of the population and to acquaint the students with problem areas in our society.

Many of the students were engaged in preventive dental care programs at such centres as the Robin Hood School for Retarded Children at Sherwood Park; the Alberta

Honorary Doctor of Laws degrees were presented to eight persons, including three alumni, at the sixty-first Spring Convocation, in May and June. RALPH FAUST SHANER, Professor Emeritus of Anatomy, has taught here for fifty years; every graduate of the medical school has sat in his classroom. He studied at Harvard, was appointed to the staff here in 1921, named Head of the Department in 1936, retired in 1960, and continues to teach. ARTHUR McEWAN WILSON, BA and BSc '32, MSc '34, recently retired as Director of the Plant Industry Division, Alberta Department of Agriculture. He has

encouraged agricultural prosperity through research stations, tree nurseries, seed growers' associations, co-operative seed cleaning plants, and better inter-governmental relationships. The Most Reverend ANTHONY JORDAN, OMI, has spent most of his life in Western Canada, as farmboy, student, priest, vicar apostolic, bishop, and (since 1964) Archbishop of Edmonton, working to build a vigorous Roman Catholic community with an ecumenical orientation. GEORGE FRANCIS GILLMAN STANLEY, BA '29, a native of Calgary and a Rhodes scholar, has become one of the best known historians of



Dr. Shaner



Dr. Wilson
Archbishop Jordan



Dr. Stanley



Hospital at Oliver; the Alberta Hospital at Red Deer; the Fort Saskatchewan Correctional Institution; the City of Edmonton Board of Health, and various public health units throughout Alberta.

The program was administered by an executive composed of MURRAY BLOOM, a dental student; DON BROWN, a graduate student in Business Administration and Commerce, and HERB SILBER, a student in the Faculty of Law.

The Wordsworth Collection

The Dove Cottage papers, the great concentration of manuscript writings by William Wordsworth and the Romantics closely associated with him, are considered one of the most impressive collections extant of manuscripts by one author and his circle.

Facsimiles of the papers now housed in The University Library make The University of Alberta one of the four research centres in the world for Wordsworth scholars. For many years the manuscripts, held in the Wordsworth Museum in Grasmere in Northern England, were barely accessible. The trustees felt that facsimiles of the papers should be made. Originally it was decided that the facsimiles should be housed at The University of Alberta and at the Bodleian Library at

Oxford University; later another copy was made for Cornell University in New York. Thus Wordsworth scholars in North America are able to do most or all of their research here or at Cornell.

The poetry division of the papers is particularly interesting. It contains Wordsworth's poems from the earliest known surviving work, "Lines Written As A School Exercise at Hawkshead, Anno Aetatis 14" to one of his "Lines Inscribed In A Copy of His Poems Sent To The Queen For The Royal Library At Windsor" composed before his death in 1850. The materials are shown in the facsimiles as they were originally written or copied into notebooks of various sorts, handstitched booklets, onto loose sheets, and scraps of paper. This division includes every known manuscript of "The Prelude" and "The Excursion."

The prose collection holds several letters, material toward the *Guide To The Lakes*, and journals (some of them unpublished) by Mary and Dorothy Wordsworth.

This year The University of Alberta Press published a catalogue to the collection, *The Wordsworth Collection Dove Cottage Papers Facsimiles*, by REYNOLD SIEMENS, Associate Professor of English. This is the first description of the collection ever produced, and is valid for the three sets of facsimiles.

Canada and particularly Western Canada. He is now Professor of Canadian Studies at Mount Allison University, Sackville, Nova Scotia. RICHARD MacGREGOR PARSONS this year completes forty years of continuous medical service to his native Red Deer. His life has been devoted to the health of his fellow citizens there, and by his work on boards and committees, throughout Alberta. IAN McTAGGART COWAN has been a Vancouverite since he was three, and is now Dean of Graduate Studies at the University of British Columbia. He is a national authority on conservation, wildlife management,

the environmental physiology of mammals, and man's use of the environment. JAMES GRIERSON MacGREGOR, BA and BSc '29, has had two careers, one as utility company executive and (until his retirement last year) Chairman of the Alberta Power Commission, and a second (from which no retirement is planned) as Alberta historian and author. FRITS WARMOLT WENT developed the first climate-and-light-controlled laboratories for plant research, and established the daily and seasonal temperature cycles in plant growth. He was born and educated in the Netherlands and is now at the University of Nevada.

DEATHS

GRACE ANNE STEWART, BA '18, MA '20, retired Professor of Geology at Ohio University, Columbus, Ohio.

GERALD STANLEY ORTNER, BSc (Eng) '28, former Manager of Personnel for Cominco Ltd.

JOHN BERT DERKSEN, DDS '31, Winnipeg dentist.

MAX EDWIN GEISSINGER, MD '32, lecturer at The University of Alberta following World War II and Edmonton physician until his move to British Columbia in 1957.

CECIL WILLIAM JACKMAN, BA '36, dean of Alberta's oil writers.

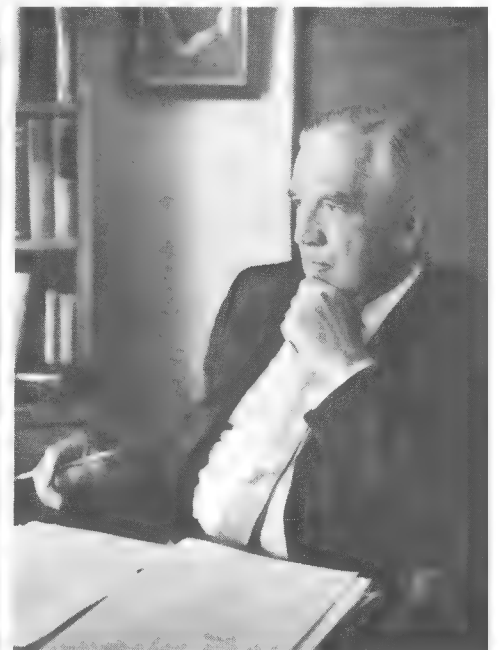
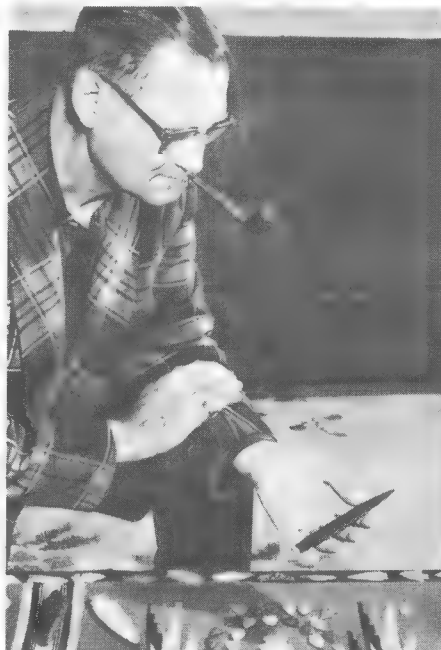
CHARLES E. STAUFFER, BSc '38, former head of the Land Survey Department of Ontario Hydro.

KENNETH ARTHUR KYLE, Assistant Manager of the University's Building Services Division, and a member of the staff since 1961.

FRANK WHITING, BSc (Ag) '41, a staff member of the Agricultural Research



Dr. Parsons
Dr. McTaggart Cowan



Dr. MacGregor Dr. Went

Station at Fredericton, New Brunswick.

SINCLAIR BEN GEROLAMY, DDS '50, Edmonton dentist.

JEAN STEWART McLEAN, BEd '68, Edmonton public school teacher for many years.

HELENE MARGURITE JACKMAN, BEd '69, former employee of the CBC in Edmonton and teacher.

Perce Sackville

1879-1971

John Percy Sackville, Professor Emeritus of Animal Science, died Sunday, August 15.

Professor Sackville, originally from Northumberland County in Ontario, served as Professor and Head of Animal Husbandry (and later Animal Science) at this University from 1922 until his retirement in 1947. Previously he had been a Lecturer and Associate Professor at the Ontario Agricultural College, and Livestock Editor for *The Country Guide* in Winnipeg. He was a graduate of the Ontario Agricultural College and of Iowa State College.

Throughout his career Professor Sackville served on many provincial and national committees and organizations concerned with the livestock industry. For several years after his retirement he was Secretary and Treasurer of the Canadian Aberdeen Angus Association.

In 1947 he was made a Fellow of the Agricultural Institute of Canada.

George Price

1910-1971

George Henry Price, Associate Professor of Philosophy, died Wednesday, April 21, after a lengthy illness.

Professor Price, 60, was born in Ebbw Vale, South Wales, and educated at the University of Wales, where he obtained bachelor's degrees in Arts and Divinity and a master's degree in Arts.

From 1939 to 1947 he served as chaplain in the British army, and from 1947 until his emigration to Canada in 1964 he served as a clergyman in Wales.

Professor Price joined the Department of Philosophy in 1964. He was active in the promotion of religious studies and was an advisor to the Student Christian Movement. He was the author of *The Narrow Pass* and several other books and articles.

A. L. Burt

1888-1971

Alfred Leroy Burt, Head of the Department of History from 1921 until 1930, died June 21 in Wellesley, Massachusetts. He was 83.

Professor Burt was born in Ontario. After attending Oxford University as a Rhodes Scholar, he joined the staff of The University of Alberta in 1913.

During the First World War he served with Alberta students in the First Canadian Tank Battalion. He taught at the Khaki University under Henry Marshall Tory.

When he returned to Alberta to resume his teaching he became well-known throughout the province as a public speaker and an active promoter of League of Nations Society activities. In 1930 he moved to the University of Minnesota where he taught until his retirement in 1957.

He was author of several major works and numerous articles on Canadian history, and the teacher of several other noted Canadian historians. Professor Burt was awarded the honorary degree of Doctor of Laws by The University of Alberta in 1966.

Orest Starchuk

1915-1971

Orest Starchuk, Professor of Slavic Languages and former Chairman of the Department, died of a heart attack February 14.

Professor Starchuk was born in Chernovitz, in the Ukraine, and graduated from the Charles II University in that city. Following World War II he worked as a clerk with the British Military Government in Germany. He joined the Department of Modern Languages at this University in 1949.

Professor Starchuk was active in founding the Department of Slavic Languages here, and in building Slavic studies at this University and (as one of the founders of the Canadian Slavic Association) throughout the country. He labored to build what has become perhaps the finest Slavic collection in Canada in the University Library. His textbook, *Russian for Science Students*, is considered one of the best of its kind.

Professor Starchuk was a member of the Board of St. John's Institute, a residence for University students of Ukrainian descent, and was an active member of the Ukrainian community. His personal library has been presented to the University by his widow.

Howard Nichols

1891-1971

By Robert Newton

Lawrence Howard Nichols, Professor Emeritus of Physics, died September 3, in the military hospital in Ste. Anne de Bellevue, Quebec.

Professor Nichols joined the Department of Physics on his return from distinguished service in World War I. He entered wholeheartedly into teaching, and was specially successful with beginning students, whom he treated as friends and often entertained in his bachelor quarters.

His other consuming interest was music, in which he was highly gifted and well-trained. This brought him into prominence both within the University and outside it. He encouraged, trained, and conducted student choral groups at a time when the University was lacking in such organized activities. In the city he was well-known as organist and choirmaster of Knox Church.

When the University installed the War Memorial Organ in 1923, Professor Nichols co-operated with Casavant Frères, of Ste. Hyacinth, Quebec, in preparing the specifications. He did the same when the organ was greatly enlarged to make it a worthy memorial of both Great Wars. He was given the supplementary appointment of University Organist in 1923, a post he occupied with distinction until his retirement some 35 years later. Not only did he provide the music on official occasions, such as Convocations, Sunday services, and Remembrance Day ceremonies, but he gave a substantial series of Sunday afternoon recitals every year. Students of those days remember with gratitude his short informal recitals late each afternoon during the final examination period, a welcome relief from stress.

With the advent of CKUA, the University radio station, in 1927, it became possible to share the memorial organ with a wider public. Professor Nichols gave his time and talent freely, no fee being paid in those days to any university radio contributor.

Professor Nichols retired first to a home he had built himself in Hinton, Alberta. When industrialization overtook that district, he moved to another home of his own in Knowlton, Quebec. There he renewed his favorite activity as church organist.

Robert Newton, LLD '50, President Emeritus of the University, joined the staff in 1919, and retired in 1950. He now lives in Long Beach, California.

Mr. Sackville
Mr. Price
Dr. Burt
Dr. Starchuk
Mr. Nichols



Alumni Notes

By Alex G. Markle
Alumni Affairs Editor

'16

SAMUEL R. LAYCOCK, MA '16, BD '20, MEd '23, Dean Emeritus of Education at the University of Saskatchewan, has been awarded the Medal of Service of the Order of Canada for his outstanding contributions to education in this country over almost half a century. Dr. Laycock turned eighty last March.

'20

FRED J. BATSON, BSc (Eng) '20, of Buffalo, New York, has been named Chairman of General Interiors Corporation, one of America's leading furniture manufacturers.

'23

WILFRED WEES, BA '23, MA '26, BEd '28, Associate Professor in the Field Development Office of the Ontario Institute for Studies in Education, received the 1970 Colonel Watson Award for "outstanding contribution to curriculum development."

'28

MAX H. WERSHOF, BA '28, LLB '30, LLD '58, has been elected Chairman of the number five Committee on Finance of the United Nations at its headquarters in New York.

'30

The Dean of the Faculty of Food Sciences at the University of Toronto, BARBARA McLAREN, BSc '30, has just begun a year's sabbatical leave. She will spend her time visiting Canadian and American universities which have health sciences complexes.

'31

A former head of the Department of French here during the 1930's, DENNIS HEALY, BA '31, has been officially installed as Principal and Vice-Chancellor of Bishop's University. Before his new appointment Dr. Healy was Vice-President (Academic) of York University.

'36

The first Canadian High Commissioner to China is Rhodes Scholar RALPH COLLINS, BA '36.

In 1969 THEODORE L. CAIRNS, BSc '36, LLD '69, was appointed by President Nixon to the newly formed Task Force on Science Policy and by the Governor of Delaware to the state Council on Science and Technology. Now he is serving as Chairman of the Division of Chemistry and Chemical Technology in the American National Research Council.

'37

TAYLOR EVANS, BSc '37, MSc '38, a research chemist with Uniroyal Ltd. in Guelph, Ontario, is seeking re-election to the Wellington County Board of Education. In spite of the difficulties encountered in making the transfer from 23 school boards to the county board, Mr. Evans feels that in its first two years of operation the Board has aided educational progress considerably.

'38

A new textbook, *Chemical Analysis* (Barnes and Noble, New York, 1970) has been written by WALTER E. HARRIS, BSc '38, MSc '39, Professor of Chemistry.

The former head of the Circulation Department of Cameron Library, NORMA FREIFIELD, BA '38, has been appointed Co-ordinator of Circulation Services for the University Library system.

'40

Barrister BLAKE ALLAN, BA '40, LLB '41, of Nelson, British Columbia, has been appointed a provincial judge and is now presiding over Vancouver police courts.

JOHN E. BRADLEY, MD '40, former Executive Director of the Glenrose Hospital in Edmonton, has been named Chairman of the Alberta Hospital Services Commission Board. The Commission's aim is to provide a comprehensive and economic total hospital service for Albertans. Dr. Bradley is also Chairman of the University's Board of Governors.

'41

The new Chairman of the Technical Association of the Pulp and Paper Industry in the United States is R. A. LEASK, BSc (Eng) '41, who will also head the Mechanical Pulping Committee during the coming year. Mr. Leask is Research Assistant to the President of Bauer Brothers Company of Springfield, Ohio.

Canada's Consul General in New York and representative on the Economic and Financial Committee of the United Nations General

Assembly is BRUCE RANKIN, BCom '41. Before his appointment as chief consul Mr. Rankin served six years as Canadian Ambassador to Venezuela and to the Dominican Republic.

HENRY HURTIG, BSc (Ag) '41, Pesticides Research Co-ordinator for the Canada Department of Agriculture, has been awarded the Medal of the International Congress of Plant Protection. His organization of the Canada Committee on Pesticide Use in Agriculture brought pesticides specialists together for the first time. He was the first Canadian contributor to the international study of the pesticide residue problem.

'42

JACK BICKNELL, BSc (Ag) '42, BEd '46, is Assistant Director of the Teacher Education Research Centre of the Faculty of Education of the State University of New York, Fredonia.

'43

A new member of The University of Lethbridge Senate is S. B. SLEN, BSc (Ag) '43.

'44

The first Chairman of the new Environment Conservation Authority in Alberta is WALTER R. TROST, BSc '44. The group has a broad responsibility which includes conducting hearings related to multiple use of natural resources, scrutinizing pollution prevention and control measures, and recommending policies and programs.

'46

After two years as Associate Dean of the Graduate School and a year as Vice-President of University College in Toronto, VICTOR GRAHAM, BA '46, has returned to what he calls "the rarified but intoxicating atmosphere of research." This year he is on sabbatical leave in Switzerland and Paris, his work financed in part by a Guggenheim Fellowship.

HAROLD JACK DONALD, BSc (Eng) '46, of Midland, Michigan, has been named an associate scientist with Dow Chemical Company. He is the first member of the Packaging Department Research and Development to be admitted to the company's classification for outstanding scientists.

'47

St. Francis Xavier University in Nova Scotia has appointed five new members to its

Dr. Wershof



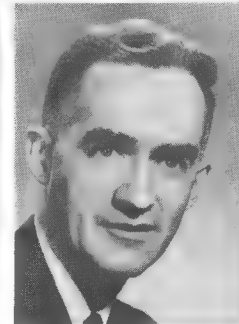
Dr. Cairns



Dr. Bradley



Mr. Leask



Senate, including JAMES A. HARQUAIL, BSc (Eng) '47, President of Cumont Mines Ltd., Fort Reliance Minerals Ltd., Nahanni Mines Ltd., and Redstone Mines Ltd.

'48

RUTH RENNER, BSc (Ag) '48, MSc '50, Professor of Household Economics, received the 1970 Borden Award. This is the highest recognition in Canada for research in nutrition.

ARTHUR B. METZNER, BSc (Eng) '48, Professor and Chairman of the Department of Chemical Engineering at the University of Delaware, has been chosen the thirty-fifth recipient of the William H. Walker Award, given annually by the American Institute of Chemical Engineers. Dr. Metzner is a member of the National Advisory Committee on Education of the American Institute of Physics and of the Advisory Group on Fluid Physics of the National Aeronautics and Space Administration.

ROBERT KROETSCH, BA '48, Professor of English at the State University of New York (Binghamton Campus), and author of three novels about western Canada, was on campus this spring to give a public reading of his work.

H. MURRAY HERLIHY, BA '48, of the Faculty of Economics at Two Lake Forest College in Illinois, has been listed in the new *Supplement to American Men of Science: the Behavioral Sciences*, eleventh edition.

'49

One of the original members of the National Ballet of Canada, GRANT STRATE, BA '49, LLB '50, a law graduate who gave up legal practice to pursue a career in ballet, has been appointed Director of a new degree program for dancers at York University.

'50

Parliamentary Secretary to Finance Minister Edgar Benson is PATRICK MAHONEY, BA '50, LLB '51, Member of Parliament for Calgary South.

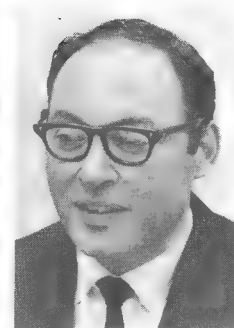
JOHN MCGREGOR, BSc '50, BEd '52, MEd '55, started his academic career with the help of a War Memorial Overseas Scholarship sponsored by the IODE. His appointment as Dean of Graduate Studies succeeding A. G. McALLA, BSc '29, MSc '31, was effective July 1. Previously he was Professor and Chairman of the Department of Mathematics.

'51

IVAN L. HEAD, BA '51, LLB '52, Professor of Law on leave of absence from the University, is Administrative Assistant to the Prime Minister, the Right Honourable PIERRE ELLIOTT TRUDEAU, LL.D. '68. An expert on international law, Mr. Head joined the University in 1963 after three years as a diplomat, mainly in Southeast Asia, and seven as a corporation counsel in Calgary.



Mr. Metzner



Dr. Guttman

JOHN G. WOTHERSPOON, BSc (Eng) '51, has been appointed Acting Deputy Minister of Mineral Resources for the province of Saskatchewan. He has also been named Chairman of the Saskatchewan Potash Conservation Board and Chairman of the provincial Oil and Gas Conservation Board.

'52

ARDIS KAMRA, BA '52, MEd '69, cunningly described as a "media generalist," has been appointed Co-ordinator of Visual Education for the Audio-Visual Services Branch of the Alberta Department of Education.

The Northwest Project Study Group, based in Calgary and headed by LEE GORDON HURD, BSc (Eng) '52, has been set up to consider all aspects of bringing arctic gas to markets in the United States. The six-company group is conducting a \$12,000,000 research and feasibility study for a \$2,000,000,000 project expected to be delivering three billion cubic feet of natural gas daily from the far north to the United States by 1975.

DAVID E. GUTTMAN, BSc '52, Associate Director of Analytical and Physical Chemistry with Smith Kline and French Laboratories, has been elected to the Revisions Committee of the American *Pharmacopeia*. The *Pharmacopeia* is a compendium listing approximately 1,000 drugs of proven therapeutic merit. It specifies methods and standards for assessing their identity, purity, and potency. These standards are recognized as legally enforceable by the Food and Drug Administration.

A new study on Canadian education prepared jointly by the Economic Council of Canada and the Education Division of the Dominion Bureau of Statistics has shed significant light on hitherto unknown aspects of this rapidly changing sector of the Canadian scene. A co-author of *Enrolment of Educational Institutions by Province, 1951-52, 1980-81, Staff Study No. 25*, is C. J. WENAAS, BA '52, of the Economic Council of Canada.

'53

Australia is temporarily home for W. LANG, BSc '53, MD '55, and his family. Dr. Lang is exchanging practices with an Australian physician.

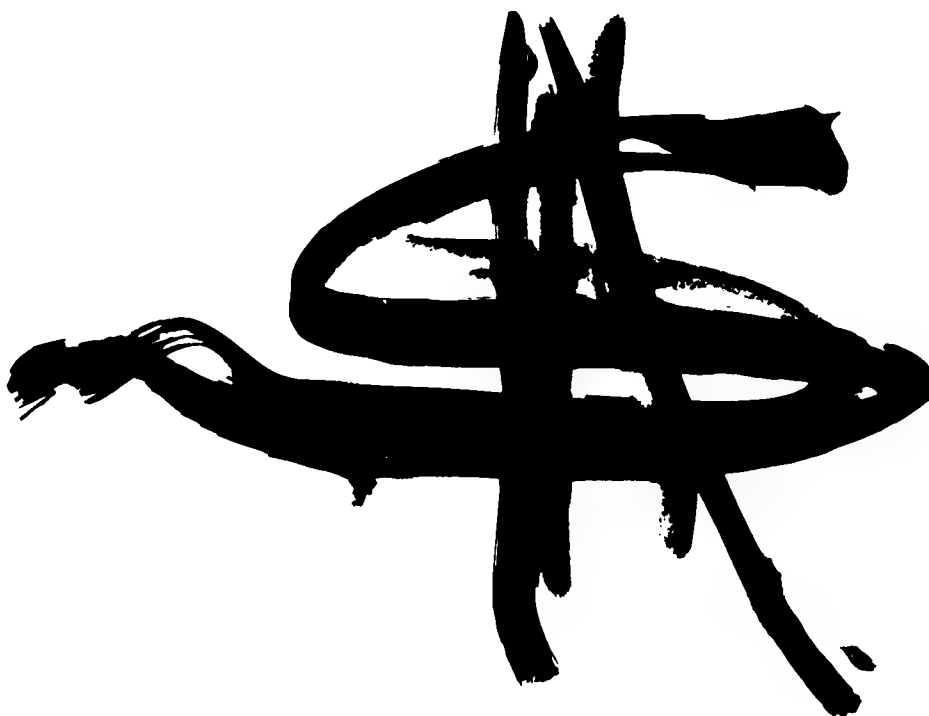


Several former students of H. E. Bulyea, Professor Emeritus of Operative Dentistry, gathered in Winnipeg recently to help him celebrate his 98th birthday. Dr. Bulyea taught at the University from 1918 to 1942, and was the first Director of the School of Dentistry from 1930 to 1942. Those present were (LEFT TO RIGHT, BACK ROW) Jack Cohen, DDS '43, Charlie Rusen, DDS '38, Harvey Short, DDS '43, Jack Naimark, DDS '39; (MIDDLE ROW) Sam Sarbit, DDS '37, Joe Rumberg, DDS '38, Cliff Ames, DDS '42, Sid Katz, DDS '37, Mooney Averback, DDS '38, Frank Jones, DDS '38, Harvey Allen, DDS '40; (SEATED) Iz Wolch, DDS '32, Dr. Bulyea, and Paul Zakus, DDS '38.

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'55

ARTHUR KROEGER, *BSc '55*, counsellor at the Canadian Embassy in Washington, has been appointed to the Treasury Board staff. A former Rhodes scholar, Mr. Kroeger is working in the program branch as Director of the External Affairs and Defense Division.

ROBERT EDGAR, *BSc (Ph) '55*, a druggist at Westlock, Alberta and a former President of the Students' Union, has been elected President of the 9,000 member Canadian Pharmaceutical Association.

Academic Dean and Vice-President at the North American Baptist Seminary at Sioux Falls, South Dakota, is GERALD BORCHERT, *BA '55, LLB '56*.

'56

Moving from a farming career at Daysland, Alberta, ROSS GOULD, *BSc '56*, has been appointed District Agriculturist at Stettler.

Amoco Canada Petroleum Company Limited has announced a new appointment to its Comptroller's Department. C. R. STEELE, *BCom '56*, has been named Accounting Supervisor and will be in charge of the joint interest and revenue section.

'57

R. M. McMULLEN, *BSc '57, MSc '59*, head of Scientific Information Services at the Bedford Institute of Oceanography, has been named Chief of Communications Data and Library Services in the Federal Communications Department.

TOVE BORDING, *BA '57, LLB '61*, is serving with the Canadian High Commission, Visa Section, in Port of Spain, Trinidad.

'58

The Chief Librarian for the Hamilton Public Library, CHARLES BRISBIN, *BA '58*, views libraries as centres for communication among people rather than merely repositories for books.

GARTH IVERACH, *BSc '58, PhD '63*, has been appointed manager of the Research and Development Division of Wilson Mud Service Limited.

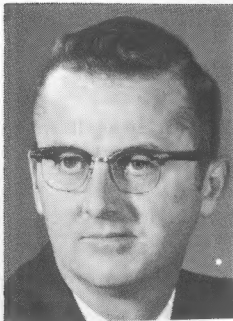
The first woman to be elected to the Council of the Alberta Pharmaceutical Association is DOREEN (CARRUTHERS) ZINYK, *BSc (Pharm) '58*.

'59

Former chief of in-patient services at Letterman General Hospital in San Francisco and Clinical Instructor at the University of California School of Medicine, KENNETH E. P. KAYE, *MD '59*, is now Assistant Professor of Psychiatry at the University of Nebraska Medical Centre, Lincoln, Nebraska.

'60

GLENN F. ANDREWS, *BSc (Eng) '60*, has been appointed mill superintendent for Utah Construction and Mining Company's new Island Copper Mine, a \$70,000,000 project being developed at Rupert Inlet on the northern end of Vancouver Island.



Mr. Steele



Mr. Benson

RAYMOND P. BENSON, BSc '60, staff consultant on soil and rock mechanics with H. G. Acres Limited of Niagara Falls, recently received the A. C. Hogenthogler Award of the American Society for Testing Materials.

'62

One of the navigators for the first round of test flights for the new Boeing 747's purchased by the Canadian government this year was Captain D. J. ANDERSON, BSc (Eng) '62.

'63

HOWARD R. WILSON, BA '63, is serving as Resident Canadian Trade Commissioner in Warsaw. The Polish office is encouraging the growth of trade between the two countries by aiding Canadian manufacturers who seek markets in Poland.

MAUREEN PALFREYMAN, BA '63, is the only woman among 17 parole officers in British Columbia, and one of fewer than ten in Canada.

'64

Cameras and WILLIAM C. STENTON, BSc (Eng) '64, have never been far apart. Back in Canada after having received his masters degree in Optical Engineering from the University of Rochester he is with E. Leitz Canada Limited in Midland, Ontario.

'65

Assistant Professor in Educational Psychology at the Ontario Institute for Studies in Education KENNETH G. O'BRYAN, BEd '65, PhD '69, was honored recently by the American Institute for Research in Washington. He won the Institute's ninth Creative Talent Award in Developmental Psychology, Counselling, and Mental Health.

'66

Her work as a floating pharmacist completed, JOAN SUDDABY, BSc (Pharm) '66, has returned to the United States after a tour of duty aboard the American Hospital ship SS Hope.

KENNETH C. MacKENZIE, BA '66, represented The University of Alberta at inauguration ceremonies for WILLIAM VILLAUME, the new President of Pierce College in Athens.

BRENDA GOLBERG, BSc '66, believes a candy bar wrapper on the street is the same as mercury in a lake. She is the new conservation assistant with the Federation of Ontario Naturalists.

'67

Baxter Laboratories of Canada Limited has announced the appointment of CLIFFORD R. MISKEY, BPE '67, as medical services representative for its Flint Division. He lives in Calgary and serves the Calgary-Edmonton region. Baxter Laboratories manufacture a diverse line of hospital and health products around the world.

The only woman ever to be elected President of the University of Toronto male chauvinist Alumni Association, PAULINE MCGIBBON, LLD '67, is also the first woman to become Chancellor at that institution.

A specialist in gymnastics, RICHARD R. D. DANIELSON, BPE '67, MA '69, has joined the Department of Physical Education at Acadia University. Mr. Danielson was Canadian Intercollegiate Gymnastic Champion for two years. From 1969 until his new appointment he had been serving in Tokyo as an instructor in gymnastics and conversational English.

DESMOND ANTHONY, PhD '67, Professor of Biological Sciences at Nipissing College, has been named by the North Bay Jaycees the "Outstanding Man of the Year." An expert in parasitology, Dr. Anthony is currently doing studies in pollution in the North Bay area, particularly water pollution in Lake Nipissing and Trout Lake.

'69

Equestrian show jumping, long an obscure sport in this country, came into the spotlight when the Canadian Olympic team brought home gold medals from the 1968 games. Last summer the team again earned international recognition for its performance in a tour of the top five European shows, particularly for its Nation's Cup victory at La Boule, France. One of the strongest Canadian team members in Europe and later on the North American circuit was a Calgary girl, BARBARA SIMPSON, BPE '69.

'70

CLARE SAMMONS, MEd '70, has been appointed technical curriculum consultant for vocational education in Nairobi, Kenya, under the sponsorship of the Canadian International Development Agency. Mr. Sammons and his family are in Kenya for two years.

R. L. OGDEN, BA '70, is an historical research assistant with the National Archives of Canada.

Gold medalist PETER HARDWICK, BMus '69, is working towards a PhD in historical musicology at the University of Washington, where he holds a teaching assistantship in music history.

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Joe Leonard, Sept. 5th, Ontario (California) 500



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Wilfred Pilkington

(Continued from page 20) to "go buy whatever you need." He received his bachelor's and master's degrees in history, economics, and political science.

In September, 1940, he joined the staff of the Edmonton Public School Board. "Since my qualifications indicated I should teach history and English, I was assigned to mathematics, science, and physical education." The math and science he managed very well. The athletics were another matter. Nonetheless, he was out every night with his teams.

Following this catastrophe, he joined the Royal Canadian Air Force and served four-and-a-half years, first as Link Trainer Officer and later as an Operational Intelligence Officer in Coastal and Bomber Commands in England. When the war in Europe was ended he worked with American forces in the Pacific until the defeat of Japan.

When he returned to civilian life, Wilfred Pilkington finally was allowed to teach social studies and English, in the Garneau and University schools as a demonstration teacher. He obtained a

bachelor's degree in Education during this period and completed a year of post-graduate study at the University of Minnesota. He joined the Faculty of Education in 1952. Since then he has taught English, psychology, and curriculum and instructional courses.

His job as Associate Dean is a prime example of how a man may rise to the point of being no longer permitted to do what he likes best. His love of teaching flows from him, but as he changed from Assistant to the Dean to Assistant Dean to Associate Dean, his teaching load was cut from six classroom hours plus evening credit to three hours to no hours at all.

When you ask Wilfred Pilkington what he is proud of, he answers, "the fact that we have on our Education staff some of the best people anywhere . . . we have a Dean with integrity and ability beyond question." He is proud of all his years working with Dean Coutts.

But for someone who loves teaching and loves students as he does, his real pride is in those students on whom he has taken a chance and who have made good. He is proud when a graduating student comes up and says, "Thank you."

Wally Frey

(Continued from page 21) altering the color by painting a solution of silver nitrate on the glass and then firing it in a kiln to effect various color changes.

"To alter the amount of light allowed through a single piece of glass, iron oxide solutions are painted onto the glass and permanently fused to the glass in a kiln."

Mr. Frey finds his homemade kiln useful for other work as well. He is presently making a chess set in which the men are formed by cutting different layers of glass into the proper shapes and laminating them by fusing them in the kiln.

Other leaded glass crafts produced at the Kamon Studio include peace-symbol pendants, wind chimes, and mobiles. Catching the sunlight as it streams in the window over Mr. Frey's work table are a bevy of window charms—yellow butterflies with Monarch markings and red tulips with sturdy green stems.

Mr. Frey also designs and installs new leaded glass windows and does repair work on existing ones. After obtaining his BA next spring, he hopes to open a studio in either Vancouver or Montreal.

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